DOCUMENT RESUME

ED 323 400 CE 055 808

TITLE	Training Parent Educators To Work with Inner-City Parents of Handicapped Elementary School Children: A Cornerstone for Career Development. Final Report.
INSTITUTION	City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
REPORT NO	CASE-07-90
PUB DATE	90
CONTRACT	G008730064-89
NOTE	257p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Career Education; *Disabilities; *Disadvantaged Youth; Elementary Education; Exceptional Persons; *Inner City; *Parent Education; *Parents as Teachers; Program Effectiveness; Program Implementation; Spanish; Special Education
IDENTIFIERS	*New York (New York)

ABSTRACT

A project was conducted in New York City to train parent educators through a trainer-of-trainers model to respond to the career development needs of inner-city handicapped elementary school children and their families. The project enabled parents to intervene early and effectively in the career development process of their children. During a 3-year period, the project trained 169 representatives from a cross-section of community elementary schools and organizations to train parents of elementary school children who are in special education programs. The project consisted of field-based training seminars and practice conducted at a centrally located facility in the community. In the practice, parent-trainers conducted a series of parent education workshops for 480 parents. Workshops were conducted in English and Spanish. Implicit in the program design was the attention given to training parent-trainers as role models. The project was well received by parent-trainers and parents and received wide support of community organizations and schools. It is being disseminated to other locations. (Includes project descriptions, internal evaluation, and three annual external evaluations. Appendices contain lists of community organizations, agendas for seminars and workshops, and internal evaluation instructing in English and Spanish.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED323400

TRAINING PARENT EDUCATORS TO WORK WITH INNER-CITY PARENTS OF HANDICAPPED ELEMENTARY SCHOOL CHILDREN: A CORNERSTONE FOR CAREER DEVELOPMENT

Final Report

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

CASE #07-90

G-008730064-89

CE055808

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

PAGE

SUMMARY i

PROJECT GOALS 1

PROGRAM CONTENT AND COMPETENCY DEVELOPMENT 3

PROJECT DESIGN AND OPERATION 5
  Project Philosophy 5
  Recruitment Process 6
  Personnel Targeted for Training 7

TRAINING PROCESS AND FORMAT 9
  Seminars 9
  Parent Workshops 10
  Resources Used in Training 12
  Project Advisory Committee 14
  Dissemination 15

PROJECT IMPACT-A SUMMARY 17

PROGRAM EVALUATION - INTRODUCTION 18

FINAL INTERNAL EVALUATION REPORT 1987-1990 19

FIRST YEAR EXTERNAL EVALUATION 151

SECOND YEAR EXTERNAL EVALUATION 165

THIRD YEAR EXTERNAL EVALUATION 177

APPENDICES 189

SUMMARY

This project, to train parent educators through a trainer-of-trainers model, responded to the career development needs of inner-city handicapped elementary school children and their families. It is aimed at redressing the inadequate career education efforts for handicapped children in the elementary schools. This project enabled parents to intervene early and effectively in the career development process of their children at a time when a work personality is being formed and essential prevocational skills and occupational expectations and attitudes are developed.

During the three year project period, the project trained 169 representatives from a cross section of community elementary schools and organizations to train parents as career educators of their elementary school children who are in special education programs. The project, which trained personnel for a new role in their school organization, consisted of field-based training seminars and practica conducted at a centrally located facility in the community. In the practica parent-trainers conducted a series of parent education workshops (using skills learned in the seminars) for 480 parents. The project, followed a curriculum, "Training Parent-Trainers As Career Educators," that the project staff from the university had previously. Because much of the training was conducted in communities having a high percentage of Hispanic parents, workshops were conducted bilingually with materials in both English and Spanish.

Implicit in the program design was the attention given to train parent-trainers as role models. By selecting participants who not only represent a cross section of local organizations and schools, but who also reflect the ethnic diversity within each community, the project provided a nurturing, supportive and knowledgeable cast of trainers. As role models, the trainers were taught advocacy and group leadership skills that parents could emulate in their own dealings with schools and community organizations. In addition, as part of their commitment to spread the effect of their training, parent trainers have begun transmitting group leadership and parent advocacy skills at staff development programs within their own organizations.

The project has received wide support of community organizations and schools, through providing personnel to be trained as trainers, resource people to present at seminars and practica. In addition, the Division of Special Education, New York City Board of Education, contributed one full-time staff member to the project.

The ultimate aim of the project, the institutionalizing of the training model in elementary schools and community organizations throughout the metropolitan area, has already begun. Project POWER, a city-wide career education program for special education pupils has incorporated the training model of this project into its own program.

PROJECT GOALS

The purpose of this project was to train parent educators who represented a cross section of school-community-parent groups to respond to the career development needs of parents and their handicapped children who were in elementary school. The following goals were established to achieve these outcomes:

- To implement a parent-trainer program that enables inner-city parents to undertake a wide array of career education roles to augment school-based career development for handicapped children.
- To develop an increased capability among community organizations, parent advocacy groups and indigenous service providers to deliver career education services to inner-city special education elementary school students.
- To establish a model for the training of parent educators that will be used by community groups and organizations as part of their own staff development programs so that they can provide a wider variety of career education and supporting non-vocational services to parents and special education youth.
- To foster the advocacy roles of inner-city parents of handicapped children in school-based and community-based parents' associations and coalitions.
- To disseminate the "parent as career educator" training model to other communities within the New York Metropolitan region and to give assistance to these communities in planning its implementation in parent education programs.
- To forge a strong working relationship among parent advocacy groups, bilingual community organizations, and community schools through their participation as trainers in the project's parent education training program.

PROGRAM CONTENT AND COMPETENCY DEVELOPMENT

Selecting competencies to be developed by the parent trainers was based to a large degree on project staff experiences as trainers and on research findings and program development reports in the areas of career education for regular and special needs populations, parent education for parents of exceptional children, and personnel preparation needs of special education specialists.

From our previous experience in conducting and evaluating parent-trainer programs, we had learned that many special educators and community agency staff had minimal training in career education. Thus, the project's training seminars provided a wide ranging overview of career development theory, concepts and generalizations from the pioneer works of such noted career development researchers as: D.E. Super, E. Ginsberg, and J.O. Crites. Through a broad exposure to the career development process as it pertains to non-handicapped as well as handicapped youth, specific competencies were delineated. These competencies, which have generic qualities, had also been used as a training guide by the project director in conducting a parent education training program and a pre-service program for "Training Vocational Counselors for Special Education." Thus, the competencies selected were rooted in the most up-to-date theory and practices and were judged to be valid and appropriate as a result of field-testing and application.

To enable parents to carry out their roles and tasks as career educators and advocates for their children, the training of parent trainers was aimed at developing the following competencies:

Career Education Area Competencies

- Skill in assisting parents to use and understand assessment techniques on interests, abilities, likes and dislikes related to occupations and careers.
- A knowledge of how different career directions require varying types of educational preparation.
- Skill as a resource provider to parents in helping their children identify societal values met through work.
- A broadened knowledge of occupational information and resources and ways to assist parents in using these with their children.

PROJECT DESIGN AND OPERATION

Project Philosophy

The philosophy that undergirded our training program is embodied in the following statements:

- Parents as Career Educators

  Parents can and do play a key role in the education of their children. Parents are also key individuals in the career development of their children as role models, sources of information, and providers of support for their child's aspirations and that, with training, parents can become effective career educators, enhancing the vocational development of their children.

- A Collaborative Training Effort

  Collaborative programmatic efforts, while difficult to manage, have the potential for achieving outcomes that go well beyond those that can be attained by any single party. In this spirit, we trained individuals representing three distinct groups: parent advocacy, community organizations and school personnel.

  Inherent in our efforts was the continuous attempt to develop a closer partnership between parents and professionals and to identify key elements in fostering a mutually rewarding relationship.

- Cultural Sensitivity and Accommodating to Language Facility

  In conducting training activities, project staff and trainers gave much consideration to communication skill differences among parents (In several districts more than half of the parents were Spanish speaking and some were monolingual in Spanish). Thus, in assigning "at-home activities" or in conducting a workshop activity, instructions and/or presentations were given orally and in writing using both English and Spanish. Hispanic parents, who felt more comfortable with Spanish, were placed in small groups that were conducted in Spanish. Large group presentations were conducted bilingually; in each district we had at least one trainer who was bilingual.

- Instructional Modes

  Taking into account that parents are adult learners whose educational experiences range from those having marginal education to those with significant attainment, we deemphasized traditional classroom methods that are usually passive. We operated on a "learning through doing principle," with special attention devoted to capitalizing upon experiences in the home and the community.

- Capitalizing on Undervalued Parent Experiences

  Central to the planning of parent workshop activities (the practicum for parent-trainers) was the recognition of the special characteristics of the largest bicultural population, the Spanish speaking communities in New York City. Thus, the parent-trainers were shown how to integrate and use the patterns of family social interaction, work experiences and educational background of bilingual parents as a springboard for developing basic career education competencies. In addition, parent trainers incorporated into parent workshops the social and work experiences of all extended family members to provide a conceptual structure for developing and expanding parent competencies. Parent-trainers gave special attention to those who perceived their education in negative terms or their employment history as narrow or limited. In this way parents were helped to see that their own experiences could be used in a significant way to impact on the educational needs of their children.

- Role Models

  Implicit in the program design was the attention given to train parent-trainers as role models. By selecting trainees from a cross section of community advocacy groups and community organizations, parent trainers were able to interact with knowledgeable and empathetic peers who were aware of parent concerns about their handicapped children. Importantly, the parent-trainers learned to assist parents directly by helping them work through their feelings and frustrations about the many obstacles that they faced vis-a-vis the school, and community agencies, and "getting through each day."

Recruitment Process

At the outset of the project, project staff had to devise strategies that would enhance the recruitment of trainers. We were looking for people who, not only would be accepting of program goals, but who had a strong desire to develop a repertoire of parent training skills. To accomplish this task, project staff organized its recruitment efforts by working closely with Board of Education personnel at two levels: (1) the Division of Special Education at the Central Office and (2) the field-based offices of twelve Community School District Superintendents. The average community school district (CSD) in New York City has 19 elementary schools and 4-5 intermediate and junior high schools.

In developing our project proposal, we had secured from the Division of Special Education a willingness to support and cooperate in the project. This support was demonstrated by their assigning a full-time person to the project. A major responsibility of this project associate was to expedite the recruitment process and to be the project liaison in the 12 community school districts.

In each of the three project periods, the project associate, with the guidance of the District Administrator of Special Education in each CSD, identified community school districts where the project would be well received. Once these districts were selected, project staff met with the Community School District Superintendents and/or their representatives to discuss in greater detail the goals and structure of the program. At this time, project staff gave an overview of how the project had been implemented previously in other districts and suggested ways in which the district might be of help in getting the program "off the ground."

Personnel Targeted for Training

To encourage the widest range of participation within a community, project staff requested that each school be represented by either a special educator, counselor, supervisor, paraprofessional, or member of a school based support team. In addition, local social service agencies, parents' associations, community school boards, and advocacy groups were made aware of the program. When these organizations showed interest, project staff followed up and identified candidates within the organizations for training.

We highlighted the need for having a representative from each school in a district to participate in that the most effective way of reaching parents is through the personal effort of a highly motivated staff member. Not only does that person have access to parent addresses but she/he also knows which parents are likely to participate in the program. The school person usually knows which parents are working, who is at home and who is receptive to personal telephone calls. Also knowing the "right" parent oftentimes leads to other parents becoming involved. We have learned that one parent with charisma and leadership qualities can generate much interest among peers.

Once we identified the school district, the recruitment of trainers varied depending on the way in which a particular district wanted to proceed. Most often the CSD Superintendent assigned the District Administrator for Special Education to assist project staff in selecting trainees. When a CSD Superintendent indicated enthusiasm for the project to staff at the district office and gave them "marching orders," we were virtually assured of a successful recruitment process.

In some instances, a CSD Superintendent organized a meeting of principals, parent association officers, parents of special education pupils and other district administrators in which project staff explained the project goals, answered questions and outlined specific steps to publicize the project.

In almost all communities, the district special education administrator or his/her second in command was assigned as the liaison to the project. With this "authority" directly involved in the "start-up" process, we were able to recruit, for the most part, trainees with qualities that are needed to become an effective parent educator. In looking back at our three year "history" we can unequivocally state that most of our trainees were enthusiastic, dedicated to the concept of parents as career educators, and empathic to the realities of inner-city parents of handicapped children. Such qualities became the cornerstone of the training program and were basic to whatever success we achieved.

In summary over the three year project period, we trained 169 individuals. Although the vast majority of these people were currently in school-related jobs, their non-education work history ran from banker to waitress--with more than 25 different occupational titles represented.

TRAINING PROCESS AND FORMAT

Seminars

During each project period, project staff conducted a series of training seminars and parent workshops (practicum). These workshops, which were field-based, provided the trainers an opportunity to practice and refine skills that project staff had taught through simulation and modeling in the seminars.

More specifically, at a seminar session, project staff gave trainers a fully developed working agenda that would serve as a guide for trainers when leading small groups at parent workshops. Each agenda (See appendix for samples) spelled out in detail workshop objectives, anticipated outcomes, resource personnel who would be presenting during the large group-phase, an evaluation format and a time schedule for each activity.

At the seminars, project staff relied heavily on two to three strategies in developing leadership behavior among the trainers. One approach was the use of simulation in which the trainers assumed the role of parents while a project staff member led the group. At crucial junctures in the simulation, project staff asked trainers to "break set", revert back to their role as a trainer and make critical comments about the process. Thus, in preparation for each workshop, a model of how to conduct a small group activity was provided. In essence it was a "coming attraction" -- a literal picture of the actual task that they would be doing with parents.

To reinforce the behaviors that had been modeled, project staff had small groups of trainers practice leading a group of peers who acted as though they were parents. Thus, trainers practiced a variety of small-group leadership skills such as: making introductory statements, asking questions, eliciting information, dealing with a "reticent" or "hostile" type parent.

After "modeling" and "role playing," project staff usually concluded the seminar with a processing of these activities. In this debriefing segment, trainers analyzed what they had experienced, and made "I" statements about what they had learned or felt. For example, trainers stated: "I felt anxious when telling a monopolizing parent to give somebody else a chance to talk" or "I feel better about letting parents do the talking. I don't feel the need to always be in control."

Parent Workshops

Alternating with the seminars were the parent workshops which typically included the following components.

Phase I An informal phase during which time project staff and trainers greeted early arrivers, introduced parents to resource people and provided parents with an opportunity to discuss individual problems or concerns. The host school provided refreshments which were served by special education students who, in addition, had the responsibility of arranging the room setting and were given child-care responsibilities. Thus, parents were able to attend workshops because they knew that their children would be well supervised. As parents signed attendance sheets, they were given reference/resource materials.

Phase II The next phase was a formal but brief welcome with an introduction of resource people who would be presenting. Most often the presentation was in the form of a panel whose members represented a cross-section of community organizations serving the needs of handicapped youth and/or who provided ancillary and generic services often used by community residents.

During this phase of the program, panelists' remarks were translated into Spanish. In several workshops the need for translating was not required in that we were able to secure Spanish-speaking panelists and thus could have a separate but parallel presentation in an adjoining room. In this way the time spent for translation was used more productively in expanding presentations and giving more time for questions and answers.

Phase III The third phase of most workshops was devoted to small-group activity that focused on developing parent competencies in career education. In small groups, trainers explained, demonstrated, and led parents step-by-step through a specific activity that parents themselves would be doing with their children as an at-home assignment. As a guide for conducting small groups, trainers followed a working agenda developed by project staff and modified by trainers during the planning/training session that preceded each workshop. (See appendix for sample agendas). In the small group, trainers encouraged parent interaction by having group participants share their ideas and concerns regarding their children's vocational future and the transition of their children from elementary school to junior high school and junior high school to high school. After parents had experienced the process, time was spent on parents trying out the activity in dyads -- as role play situations that simulated what they would be doing with their children at home.

After the first workshop in each training cycle, trainers provided time in the small groups to debrief the outcomes of the at-home assignment. By using questions developed by project staff, trainers would ask: "how did your child respond to the activity? What went well? What roadblocks occurred? If you were to do the activity again, how would you change it? What did you learn about your child's interests, abilities, values?" It was during this debriefing period that parents soon realized that their concerns, fears and anxieties were commonly held and that they were not alone in their struggle to assist their child in the career development process.

The small-group activity created an ambience that encouraged parents to take risks in sharing feelings and concerns with peers. They began to verbalize early on in the program newly discovered understandings about their child's career future. A parent stated, "Knowing about the different training programs that the Board of Education has for those in special education gives me hope that my child will have a future." Another parent said, "Now I understand that it is not unusual for a nine year old child to change his mind so often about what he would like to do when he grows up." Another parent indicated that the small group setting where she tried out the at-home career-related exercise made a big change in the relationship with her son. "Before, I couldn't get him to talk about anything -- not school, not his future -- but now he knows I have homework to do and we are communicating for the first time." Several parents indicated that meeting other parents opened up a whole new world. As one parent stated, "I just hope it doesn't stop here."

For parents who were monolingual in Spanish, small groups were led by a bilingual trainer. Shy and reticent parents, who had some English-speaking ability, were encouraged to participate in English-speaking groups, thus affording practice and the associated confidence that emanates from being able to communicate with peers. Exercise materials were translated into Spanish where needed and for the handful of parents who were functionally illiterate in both Spanish and English, trainers read the material orally in Spanish.

Phase IV The culminating aspect of all workshops involved a formal evaluation of the session using a protocol that included checklists and a series of open-ended questions. This activity, plus an informal oral evaluation conducted in the small groups, provided trainers with immediate feedback on parent perceptions of the workshop. In addition, at the end of each workshop, parents reconvened in a large group. Project staff asked parents "to give testimony" -- to share with the group what they had learned, what was new, what made an impact, what they planned to do with their children, and what steps they planned to do with teachers and school administrators.

Project staff and trainers reinforced positive comments and behaviors by indicating that through individual and/or collective action of parents -- newly developed networks that began to emanate from the small groups after the early sessions -- changes could be made in IEPs, school programs, and support services that would benefit their children.

Parents were encouraged to attend their school's parents association meetings and to advocate for improved and/or expanded services.

Resources Used in Training

Project staff used the following criteria in selecting resources:

- to meet parents' need for information about available services and where to get them;
- to educate parents regarding their rights and responsibilities;
- to help parents to better understand the stages of career development.
- to familarize parents with the career planning process;
- to stimulate advocacy;
- to provide support, hope and motivation;

Resources were presented in the form of both people and materials.

People. Resource people from a variety of agencies and institutions were invited to each of the five parent workshops. Thus, at the first meeting, special education students who had had a part-time or summertime work experience were invited to describe their job, tell how they obtained the job, identify those who helped and to describe their plans for the future. By hearing the positive work experiences of these students, who are similar to their own children, parents begin to understand that their children can work, creating a feeling of hopefulness that sets the tone for the entire workshop series. This activity helps parents to assist their child to start thinking about what kind of work he/she might be interested in, what training might be needed and how to overcome problems in getting a job.

Workshop Two focused on educational rights and advocacy. Representatives from the Parent/Community Liaison Program or Reach Out to Parents (ROPO) program of the New York City Board of Education explained the range of services that the school system provides children with special needs, such as the School Based Support Team (SBST), Committee on Special Education (CSE); Individual Educational Program (IEP) and Bilingual Assistance. Parents learned about their children's educational rights and services and approaches to securing school services. Parent advocacy was encouraged.

The theme of Workshop Three was the role of the classroom teacher in helping children with special needs. The workshop offered several "snapshots" of how basic skills are related to career development and ways that parents can help improve their child's skills. For example, parents were exposed to techniques for helping their dyslexic child and games and movement exercises for developing gross motor skills and spatial awareness.

At the fourth parent workshop, Assistant Principals of intermediate and junior high schools and high school special education programs provided parents with an overview of special education programs with a focus on career related training options. They discussed possibilities for prevocational activities, work experience and cooperative education programs offered on the secondary school level.

At Workshop Five, speakers from community agencies were introduced. Agencies providing such services as individual and family counseling, information and referral; psychological testing, advocacy, evaluations and remediation, after-school homework assistance, summer recreation and job training and placement made presentations. These presenters made parents aware of a variety of community resources available to their children that provide training, academic and support services. Each agency was asked to supplement their verbal presentations with written materials in English and Spanish.

Evaluations indicated that parents perceived the information provided by the speakers one of the most valuable outcomes. Some told of having pursued leads and contacts made at the meeting. Some began family therapy while others filed job applications. (See Appendix for listing of school, community agency and employment-related presenters,)

Materials. As with the "people" resources, we attempted to key materials distributed to parents to workshop themes. Materials were selected to meet general information needs regarding available city-wide services, to educate parents about special education, learning disabilities and other handicapping conditions, to facilitate use of community agency programs and services and to provide career and job related information. Some materials were reproduced; some were provided by community agency representatives when they presented at workshops, and some were purchased. Materials ranged in type from simple fact sheets to elaborate brochures and comprehensive directories. All were eagerly received by parents and trainers.

Project Advisory Committee

The following organizations were represented on the Project Advisory Committee:

- Placement and Referral Center for Clients with Special Needs.
- Office of Career/Vocational Education, New York City Board of Education
- Office of Vocational and Educational Services for Individuals with Disabilities
- Mayor's Office for the Handicapped
- LaGuardia Community College
- Early Adolescent Helper Program

Project staff used the experience and expertise of Committee members in the following ways:

- reviewing program goals and project design;
- offering suggestions related to curriculum development of workshop sessions;

- recommending qualified people in the community to be resources at workshops;

Dissemination

Over the course of the three year project period, project staff made use of several opportunities to disseminate program goals, content and outcomes. For example, project staff participated in a symposia on school-university collaborative programs jointly sponsored by the New York City Board of Education and the City University of New York. More than one hundred school people and community agency representatives made up the audience.

Another dissemination effort involved the project director who is a member of the Occupational Advisory Commission for Children with Handicapping Conditions, a semi-autonomous unit within the New York City Board of Education. The major aim of the Commission is to foster and enhance vocational and career development activities of handicapped youth. At Commission meetings, the project director made formal and informal presentations about the parent training program. It's Commission colleagues, representing well-established rehabilitation agencies, local community colleges, and the business community, became well versed about the project and its impact in local communities.

Perhaps the most potent dissemination force to date has been the project's relationship to Project Power, a highly visible and wide spread career development program currently being conducted throughout New York City. The parent component of Project Power is our own parent education training program. Thus, we have been able--through a special educator assigned by the Board of Education to our parent project--to reach out to many more school districts and in turn to train additional parents of handicapped youth. In summary, dissemination activities have been of two distinct varieties--a passive and informational type, and one that is proactive and experiential.

PROJECT IMPACT-A SUMMARY

Data are presented in the intervening and succeeding sections of this Report which validate and support positive aspects of the project's design and implementation. These data taken in totality attest to the exemplary character of this program.

As stated in the Proposal, the major purpose of this training program was to have parents become more involved in the career exploration and preparation process of their children. This purpose, consistent with legislation, specifically Public Law 94-142, was reinforced by providing parents with opportunities to learn more about career education, to understand their roles with school personnel more clearly, and to develop strategies for helping their children make the transition from the elementary level to junior high school.

Throughout the project's implementation, the goals for parents of children with handicapping conditions were to have them gain:

1. an understanding of career education and its role in their children's lives;
2. information related to their roles in supporting their children's education in school;
3. information, resources and skills to help them enhance their children's career development at home, and
4. information related to their roles in identifying and selecting health-related resources within the community.

The underlying rationale for this project's conceptualization was designed around three basic assumptions pertaining to parents and their role in education. These assumptions are that:

1. Although effective schools care about children, parents care more about their own children.
2. Parents have "rights," which include the right to know about and be involved in their children's educational plan and progress.
3. Parents can be effective teachers who exert significant influence over their children with regard to career planning, training and entry to the world of work.

It was assumed, therefore, that parents of children with handicapping conditions can be taught to be more effective as activists in the education of their children by assuming roles as child advocate, teacher and model. Based on findings from three years of operation on the elementary level, the project attained its purpose, realized its goals, and validated its assumptions about the efficacy of training parent educators to be more effective career educators for their children with handicapping conditions.

PROGRAM EVALUATION - INTRODUCTION

Project staff conducted three internal evaluation studies, one for each project period. These evaluations served both formative and summative purposes. The summative evaluation consisted of pre-post instruments to assess project's effects on the attitudes, knowledge, and behaviors of participants (trainers and parents) in terms of proposed competencies. In depth interviews with a random sample of participants were conducted each year to enrich and supplement quantitative data.

Formative evaluation consisted of the reactions of project evaluators and project participants to the content and process of training components: seminars and workshops.

In addition to the three internal evaluations, three external evaluations were commissioned. Using their own methodology, the external evaluators conducted summative evaluations to determine whether project staff had met basic criteria concerning such items as: the organization of the project, content and methods used in seminars and workshops, and project goals.

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Final Internal Evaluation Report

1987-1990

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

TABLE OF CONTENTS FOR THE INTERNAL EVALUATION REPORT 1987-1990

PAGE

Introduction 23

Evaluation Design 25

Findings: A Capsule View Evaluation 26

Evaluation Methodology 28

District Demography 30

Findings: A Detailed View 34

Parents' Present/Future Special Education Activities 49

Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions 63

Parents' Perception of Usefulness of Workshop Activities 77

What Else Would You Like To Learn About? 94

Ratings of Small Group Processes 102

Open-ended Comments on Workshop Aspects 110

Trainers' Open-ended Responses 137

General Reactions 140

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Evaluation Report

I. Introduction

The purpose of this evaluation report is to provide internal evaluative data concerning the Project titled "Training Parent-Trainers as Career Educators." This project, sponsored by the Center for Advanced Study in Education (CASE), Institute for Research and Development in Occupational Education, Graduate School and University Center of the City University of New York (CUNY) operated during the School Years 1987-1990 with a staff consisting of Dr. David Katz, Ms. Roslyn Fisher, and Dr. Marcianne Harriott.

Historically, this project, on the elementary level, evolved from earlier pilot/demonstration programs on the high school and junior high levels, field tested by CASE personnel, in the training of urban parents as career educators for their special education youngsters. For almost a decade, CASE staff gathered and validated curriculum, materials, and teaching techniques which were effective for training parents of special education pupils in selected junior/senior high schools of the New York City Public School system. The current program model represents, a distillation of many years' successful experience in the field of career education and training for parents of children with handicapping conditions.

This training program was designed to provide parents of special education pupils on the elementary level with information and skills to assist their children in the career development process. More specifically, the Proposal Abstract stated that the project was developed to enrich the career education and development of inner-city students with handicapping conditions on the elementary level by training parent-trainers, using a trainer-of-trainers model. This process was envisioned as a way to fill a major gap between home and school, and to forge strong working relationships among collaborating community groups whose personnel were trained.

In operational terms, the project trained, in three project periods, representatives from a cross section of community groups including parents in various community school districts, using a seminar and practicum model. Following an orientation session, six seminar sessions for training trainers and five practicum sessions for trainers to replicate their training with parents were held on an alternating weekly basis, e.g., seminar week two; practicum, week three, and so on, for a total of 12 sessions.

During the practicum aspect of training, parent-trainers conducted a series of parent education workshops for parents whose children with handicapping conditions were in elementary special education classes for the neurologically impaired and/or emotionally handicapped mainly, within the selected districts.

The University staff assigned to training brought many strengths and positives for infusion into this parent-trainer program, e.g., validated content, materials, and teaching strategies used successfully in prior years when conducting pilot/demonstration programs for training inner-city parents as career educators; training and experience from the areas of special education and career counseling. In addition, cooperating trainers and consultants were drawn from representatives of community groups and elementary special education and mainstream personnel.

Five, two-hour workshops were planned and conducted for parents who were recruited using the following incentives:

1. Bilingual presentations when appropriate;
2. Resource materials available in both English and Spanish;
3. Stipends of $5.00 for each workshop to cover transportation and other expenses;
4. Babysitting facilities during the workshop time, and
5. Certificate of completion given at an Awards Ceremony.

A brochure, produced in English and in Spanish, gave information concerning training staff, resource personnel, participating agencies, and objectives related to parental participation in the workshops. According to the brochure, by participating in the workshops, parents would be better prepared to help their children to:

- develop positive attitudes toward work;
- consider their interests and abilities when making career choices;
- understand employment requirements, job duties, and responsibilities, and
- get information on careers in which they might be interested.

A substantial addition to the program was the "bridge" activities between the university and the Division of Curriculum and Instruction at central headquarters of the New York City Board of Education. This involved the training of students, teachers and parents in six elementary schools who were part of "Project Power," a Board of Education career awareness program. Thus, this OSER funded project went beyond its stated plans and reached approximately two hundred and fifty students, fifty school staff and more than one hundred parents.

II. Evaluation Design

In designing this evaluation, summative and formative evaluative modalities were considered as project interventions. It was recognized that summative evaluation has as its primary goal rating of participants, judging trainer/consultant effectiveness, and comparing curriculum content. To be truly an aid to the teaching and learning processes, evaluation must take place not only at the termination of these processes, but also while they are still malleable and amenable to change, adaptation, and modification. Thus, formative evaluation data meet the criteria of an in-process intervention by providing ongoing validation of proposed plans and activities in addition to course corrections to make the project more effective.

Formative evaluation intervenes during the participant's formation period, not when the process is deemed to be complete. Formative evaluation pinpoints areas of concern so that immediate and subsequent training can be made more relevant, pertinent, and beneficial. In sum, the primary purpose of formative observations is to determine how well a given learning task has been mastered and to define the part of the task still to be mastered. By so doing, the participant-learner and the trainer focus upon the specific learning necessary for approaches to mastery.

Summative, as opposed to formative evaluation, usually serves to document the success or failure of a project. In most instances, it frequently comes too late to have impact on the practices of the program as these practices are being evaluated.

When the evaluation team made entry into the project's first year, the following formative evaluation data was collected and will be used by trainers and consultants on an ongoing basis to make changes, adaptations, and modifications to fit participants' training needs more closely in the future.

This evaluation team gained historical and current perspectives for the project as a result of the following:

1. Perusal of documents concerning the project;

2. Examination of evaluation forms filled out by trainers and participants who attended training sessions, and

3. Consultations with the project administrator and staff members who provided added insights concerning the overall philosophy, rationale, goals, and objectives of the program.

This evaluation report represents, therefore, a distillation of primary and secondary sources, both formative and summative, from which a statement of program effectiveness can be made. It appears to the team that the project was very effective in that it responded to parents' needs and exemplified significant positive aspects.

III. Findings: A Capsule View Evaluation

Specific examples of positive aspects of the project's design and implementation are presented here. Subsequent sections of this evaluation will present data to support these examples, which are testimony to the exemplary nature of this program.

1. The project responded to a critical need felt by parents of special education elementary pupils for assistance in helping these children in the career development process.

2. The project's model concentrated on developing parent-trainer leadership and advocacy skills that trainers transmitted in practica to parents of special education pupils.

3. The project made linkages with school personnel in several districts, as well as with personnel in community-based organizations, thus increasing the capabilities of community groups and parent coalitions to influence school programs that promote career education for pupils with handicapping conditions as a means of facilitating the transition from elementary to junior high school.

4. Curriculum for the project was planned on a developmental, sequential and organized basis. Each session's curriculum appeared in outline form as a duplicated flyer which was distributed to participants before the session began.

5. Resource materials for distribution to the participants were carefully selected for their practicality, pertinence, and readability.

6. University staff members and consultants were experts with training in appropriate disciplines, as well as relevant experience. They exercised leadership individually and collectively to provide seminar presentations which represented maximum competence and contrasting leadership styles. During practicum sessions, they observed and monitored the leadership behavior of parent-trainers to provide substance for later feedback and training.

7. Refreshments were included at sessions for a variety of reasons. For example, serving food at the beginning of a session set up an informal and practical activity to accommodate latecomers, to refresh participants who might otherwise have missed some food intake in order to be present from 3:30 to 5:30 p.m., and to build a climate of trust and rapport.

8. Session presentations included a diversity of teaching approaches which recognized individual differences in learning styles. Session approaches included didactic presentations, experiential activities, questions and answers, role playing, "ice breakers," and open-ended discussion starters.

9. Session presentations utilized a variety of group-work formats. Large-group sessions, for example, used the Circle technique. Small-group activities were provided, for example, with opportunities for a spokesperson to report to the large group. In this way, the program was responsive to participants' needs by providing for discussions in dyads, triads, groups of four or five, and the full Circle.

10. Provision was made to make non-English-speaking parents feel at ease. Presentations at parents' sessions were made in both English and Spanish. In addition, materials were prepared for a bilingual audience.

11. Feedback from project "users" was obtained and utilized in an ongoing way for planning of future sessions, making changes and modifications, and preparing for future replication.

12. The project utilized validated content, materials, teaching strategies, and principles such as "peers teaching peers" deemed successful in prior years when conducting other pilot/demonstration programs for training inner-city parents as career educators.

13. Parents were offered incentives for the purposes of recruitment and retention, e.g., stipend of $5.00 for each workshop to cover transportation and other expenses; babysitting facilities; certificate of completion at an Awards Ceremony.

14. Efforts to recruit maximum parent participation included: submission of promotional ads to local newspapers, mailing letters, having children take home personal letters, having trainers make personal telephone calls, having project staff write letters and make telephone calls reminding parents of future meetings.

IV. Evaluation Methodology

The evaluation design, outlined in the proposal, describes a formative and a summative evaluation of the Project's goals, activities, and outcomes. In order to respond to the conditions of the evaluation design, instruments were developed for the collection of pre-test and post-test data on both Fall and Spring trainers. In addition, pre- and post-survey data were collected from parent participants in both cycles, as well as paper/pencil ratings from parents at the end of workshops conducted for sessions 2, 3, and 4.

A. Development of Evaluation Instruments and Procedures

At the outset of this project period, staff members conferred to review and refine evaluation instruments and techniques used in conducting similar projects and to develop new procedures as necessary. The following measurement instruments were the products of the consultations:

1. Trainer Pre-Surveys -- These forms were developed to generate demographic data about the trainers (e.g. professional background). In addition, the exent of trainers' organizational involvement was measured, as well as their attitudes, knowledge, and skills related to parent education. Trainer pre-surveys were completed at the beginning of the Fall training cycle for the following purposes:

- to provide information about the trainers' previous experience;
- to supply data concerning the participating school district;
- to give baseline data by which to determine the project's impact on trainers' self-preceptions of their parent education leadership potential and ability in the field of career development, and
- to determine the extent of change in terms of individual/organizational involvement with career development activities

2. Trainer Post-Surveys -- This form, also known as the Trainer Followup Survey, was constructed primarily to assess the impact of training on the attitudes, knowledge, and performance of trainers as group leaders of parents in career education activities. Personal

impact questions were included to assess changes in competence through trainers' self-perceptions of group leadership. In addition, feedback was requested about the training program's effectiveness and quality for the purpose of obtaining qualitative data to be used in drafting future training proposals.

Another post-survey for trainers was designed for trainers who observed in the Fall cycle and participated actively as trainers during the Spring. This survey included similar material developed for Fall trainers, plus assessment of training impact during the participant-observer stage.

3. Parent Pre-Surveys -- The official title of this pre-test measure was "Parents As Career Educators: Survey." This assessment instrument was designed for an elementary school parent population as a measurement of parents' knowledge of and attitudes about special education prior to workshop attendance. All parents were given survey forms, available in both English and Spanish, at the first workshop session.

4. Parent Post-Surveys -- These forms (Parents as Career Educators: End of Program Survey) included statements designed to measure attitudinal and knowledge changes of parents related to "self" and children, based on program participaton. The surveys, which were distributed at the final workshop session, were essentially the same as the pre-survey instruments.

5. Parent End-of-Session-Ratings -- These evaluative forms were designed to elicit qualitative data from parents concerning the effectiveness of sessions 2, 3, and 4. Parents were asked to rate these sessions in terms of content usefulness, learning gains, and group dynamics, for example, at the end of the time specified for the meeting.

6. Trainer-Observer Guides for Focused Observation -- This instrument was devised by project staff to provide trainer-observers with a learning tool for improving leadership skills through observations of parent concerns, group dynamics, and group leadership techniques. The format of this instrument required trainers to focus their observations on specific aspects of group interaction and leadership style.

V. District Demography

In the three-year period of the project 12 Community School Districts (CSD) in the New York City School System were served, four in each year:

Fall 1987	CSD 5 Manhattan, 12 Bronx
Spring 1988	CSD 3 Manhattan, 13 Brooklyn
Fall 1988	CSD 17 Brooklyn, 29 Queens
Spring 1989	CSD 1 Manhattan, 27 Queens
Fall 1989	CSD 11 Bronx, 22 Brooklyn
Spring 1990	CSD 10 Bronx, 32 Brooklyn

Each participating school district had distinctive characteristics which influenced the nature of concerns and attitudes expressed among parents; thus, trainers and project staff had to change, modify, and adapt workshop offerings to "match" these respective community needs and differences.

Tables 1 and 2, which appear on the following pages, describe the 12 district participants in terms of ethnic composition, socioeconomic status, and type of housing. Composite data and data for individual districts are included.

Although all of the districts are located in New York City, it is apparent that the communities possess distinctive geographic and sociological characteristics. These neighborhood attributes are reflected in the socioeconomic conditions which determine, for example, the prevalent types of housing units.

TABLE 1 and 2
Demographic Data
All Districts 1987-1990

ALL DISTRICTS

	(average)
1. **Ethnic Compostion (by percentage)**	
Black	49
Hispanic	36
Other	15
2. **Socioeconomic Status**	Low, Middle, High Income
4. **Housing (types of)**	1 to 2-family homes, Co-ops, Condos, Multi-dwellings, Projects

TABLE I a
Demographic Data
Districts 12 and 5
Fall 1987

	DISTRICT 12	DISTRICT 5
1. Ethnic Compostion (by percentage)		
Black	45.0	78
Hispanic	40.0	20
Other	15.0	2
Total	100.0	100.0
2. Socioeconomic Status	Low Income	Low to Middle Income
4. Housing (types of)	Multi-dwellings; Many "burnouts"	1 to 2-family homes Co-ops, Projects, Multi-dwellings

TABLE 2 a
Demographic Data
Districts 3 and 13
Spring 1988

	DISTRICT 3	DISTRICT 13
1. Ethnic Compostion (by percentage)		
Black	52	70
Hispanic	37	25
Other	11	5
Total	100.0	100.0
2. Socioeconomic Status	Low to Middle income	Low to Middle income
3. Housing (types of)	Projects, multi-dwellings 1 & 2 family homes, condominiums	1 and 2-family homes; Co-ops. Multi-dwellings Brownstones

TABLE 1 b
Demographic Data
Districts 17 and 29
Fall 1988

	DISTRICT 17X	DISTRICT 29Q
1. Ethnic Compostion (by percentage)		
Black	60.0	78.0
Hispanic	35.0	10.0
Other	5.0	12.0
Total	100.0	100.0
2. Socioeconomic Status	Low Income	Low and Middle Income
3. Housing (types of)	home owners	single to 2 family

TABLE 2 b
Demographic Data
Districts 1 and 27
Spring 1989

	DISTRICT 1M	DISTRICT 27Q
1. Ethnic Compostion (by percentage)		
Black	12.0	41.8
Hispanic	75.0	21.1
Other	13.0	37.1
Total	100.0	100.0
2. Socioeconomic Status	Low to Middle income	Low to Middle income
3. Housing (types of)	Projects, multi-dwellings	Projects, 1 and 2-family homes; Muli-dwellings; Condominuims

TABLE 1 c
Demographic Data
Districts 11X and 22K
Fall 1989

	DISTRICT 11X	DISTRICT 22K
1. **Ethnic Compostion (by percentage)**		
Black	52.0	60.0
Hispanic	28.8	
Other	19.2	40.0
2. **Socioeconomic Status**	Low income- High income	Low income- High income
3. **Housing (types of)**	Multi-dwellings; 1-2 family homes	Multi-dwellings, projects apartment houses, condos, one and two family homes

TABLE 2 c
Demographic Data
Districts 10X and 32K
Spring 1990

	DISTRICT 10X	DISTRICT 32K
1. **Ethnic Compostion (by percentage)**		
Black	20	20
Hispanic	65	75
Other	15	5
2. **Socioeconomic Status**	Low Income	Low Income
3. **Housing (types of)**	Multi-dwellings	Multi-dwellings

VI. Findings: A Detailed View

A. Parent Pre- and Post-Surveys

A pre-survey form was given to all parents at the beginning of the first workshop session held for each group respectively. Survey instruments were available, as needed, in both English and Spanish. (Copy of the pre-test survey form appears in the Appendix.)

Parents were given a post-survey form at the end of five workshop sessions. This form for the post-survey was identical to the pre-test in three areas, i.e., measurement of parents' knowledge and understanding of special education law and procedures; their present/future special education activities, and their attitudes/beliefs concerning individuals with handicapping conditions. Two additional checklist areas, included on the post-test because of relevance to program completion, were added to determine the usefulness and value of the workshop content, activities, and experiences. (Copy of this post-survey instrument apears in the Appendix.)

Data shown in Tables 3, 4, 5, 6, 7, and 8 related to parents' knowledge of and attitudes about special education were gathered and analyzed, on a pre- and post-basis. Composite data as well as data for individual districts are included.

Tables 3 and 4, present information about "Parents' Knowledge and Understanding of Special Education Law and Procedures" in the form of correct scores obtained on true/false statements. Table 3, based on the pre-test administered before training began at the first workshop session, indicates that parents from in different districts varied somewhat in knowledge and understanding of special education law and procedures. A perfect score for the pre- and post-surveys was 10.

Tables 4, based on the post-survey administered at the end of the final workshop session, show that parents in all districts maintained scores indicating better knowledge and understanding of special education law and procedures. The only item on which there was a decline in scores was "Parents always know what job is best for their child."

After five sessions of workshop training, all groups of parents made substantial gains in learning about special education law and procedures.

ITEMS FOR TABLES 3 and 4
Parents' knowledge and understanding of Special Education Law and Procedures

		FALSE	TRUE	DON'T KNOW
1.	If I am not happy with my child's special education program, I should speak to the teacher or special education supervisor immediately.			
2.	The law says that the school must provide special programs for children with special needs.			
3.	The school does not have to reevaluate my child's special needs after he/she leaves elementary school.			
4.	Children with special needs should wait until high school before they think about a career.			
5.	Students' career choices are strongly influenced by their interests and abilities.			
6.	Some students who are in special education in elementary school return to regular classes when they get older.			
7.	Having family members talk about their jobs is a good way for children to learn about the world of work.			
8.	In every local community there usually are organizations that can help children with special needs.			
9.	A child with special needs can stay in school until age 21.			
10.	Parents always know what job is best for their child.			

TABLE 3 & 4 Composite
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
All Districts, 1987-1990

	Correct Items			
	No.		%	
	Pre	Post	Pre	Post
	N=232	N=152		
1.	201	131	86.7	86.2
2.	199	133	85.8	87.5
3.	103	67	44.4	44.1
4.	128	88	55.2	57.9
5.	207	135	89.2	89.2
6.	147	100	63.4	66.4
7.	202	140	87.1	92.1
8.	164	124	70.7	81.6
9.	119	113	51.3	74.3
10.	125	70	53.9	46.1
Totals:	**1595**	**1101**	**68.8**	**72.4**

*Perfect score = 10

Perfect score for individual item:
Pre-test 232
Post-test 152

Perfect score for entire group:
Pre-test 2320
Post-test 1520

TABLE 3a
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
Fall 1987 - Spring 1988

District #12			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	12	1	10	83	
		2	11	92	
		3	9	75	
		4	11	92	
		5	11	92	
		6	9	75	
		7	10	83	
		8	10	83	
		9	8	67	
		10	11	92	
					83.3
District #5					
	13	1	11	85	
		2	11	85	
		3	8	61	
		4	13	90	
		5	12	92	
		6	10	77	
		7	13	100	
		8	10	77	
		9	6	46	
		10	9	69	
					79.2

*Perfect Score = 10

TABLE 3 b
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
Spring 1988

District #3			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	12	1	9	75	
		2	8	67	
		3	7	58	
		4	9	75	
		5	10	83	
		6	8	67	
		7	10	83	
		8	9	75	
		9	8	67	
		10	7	58	
					70.8
District #13					
	20	1	17	85	
		2	20	100	
		3	18	90	
		4	19	95	
		5	13	65	
		6	17	85	
		7	17	85	
		8	11	65	
		9	11	65	
		10	19	95	
					87.0

*Perfect Score = 10

TABLE 3 c
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
Fall 1988-Spring 1989

District #17			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	29	1	28	90.0	
		2	27	85.0	
		3	3	10.0	
		4	2	68.0	
		5	26	80.0	
		6	21	72.0	
		7	27	85.0	
		8	18	62.0	
		9	14	48.0	
		10	1	30.0	
					55.2
District #29					
	9	1	7	70.0	
		2	9	90.0	
		3	1	10.0	
		4	0	00.0	
		5	8	80.0	
		6	9	90.0	
		7	9	90.0	
		8	5	50.0	
		9	7	70.0	
		10	1	10.0	
					62.2

*Perfect Score = 10

TABLE 3 d
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
Spring 1989

District #1

Parents	Items	CORRECT ITEMS No.	%	Mean
24	1	23	95.0	
	2	24	100.0	
	3	8	33.3	
	4	4	16.6	
	5	21	87.5	
	6	12	50.0	
	7	23	95.0	
	8	19	79.1	
	9	15	62.5	
	10	6	25.0	
				64.6

District #27Q

Parents	Items	No.	%	Mean
19	1	16	84.2	
	2	16	84.2	
	3	2	10.5	
	4	2	10.5	
	5	18	94.7	
	6	15	78.9	
	7	17	89.4	
	8	11	57.8	
	9	9	47.3	
	10	2	10.5	
				56.8

*Perfect Score = 10

TABLE 3 e
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
Fall 1989

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #11					
	32	1	28	88	
		2	28	88	
		3	22	69	
		4	26	81	
		5	31	97	
		6	22	69	
		7	29	91	
		8	24	75	
		9	17	53	
		10	28	88	
		Total	255	79.7	79.7
District #22					
	22	1	18	95	
		2	18	95	
		3	12	63	
		4	13	68	
		5	18	95	
		6	9	47	
		7	15	79	
		8	13	68	
		9	11	58	
		10	13	68	
		Total	140	73.7	73.7

*Perfect Score = 10

TABLE 3 f
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Pre-Test*
Spring 1990

District #10			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	20	1	19	95	
		2	14	70	
		3	11	55	
		4	18	90	
		5	18	90	
		6	13	65	
		7	18	90	
		8	15	75	
		9	9	45	
		10	19	95	
		Total	154	77	77
District #32					
	15	1	15	100	
		2	13	87	
		3	8	27	
		4	12	80	
		5	15	100	
		6	6	33	
		7	14	93	
		8	13	87	
		9	4	27	
		10	9	60	
		Total	111	74	74

*Perfect Score = 10

TABLE 4 a
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Fall 1987

			CORRECT ITEMS		
District #12	Parents	Items	No.	%	Mean
	13	1	12	92	
		2	12	92	
		3	6	46	
		4	10	77	
		5	11	85	
		6	10	77	
		7	12	92	
		8	11	85	
		9	12	92	
		10	13	100	
					83.1
District #5					
	14	1	10	71	
		2	14	100	
		3	10	71	
		4	12	85	
		5	11	78	
		6	10	71	
		7	12	85	
		8	13	93	
		9	11	78	
		10	11	78	
					81.4

*Perfect Score = 10

TABLE 4 b
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Spring 1988

District #3			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	6	1	5	83	
		2	5	83	
		3	3	50	
		4	6	100	
		5	6	100	
		6	4	67	
		7	6	100	
		8	5	83	
		9	5	83	
		10	5	83	
					83.3
District #13					
	18	1	13	72	
		2	16	89	
		3	11	61	
		4	16	89	
		5	15	83	
		6	11	61	
		7	17	95	
		8	14	78	
		9	13	72	
		10	12	67	
					76.7

*Perfect Score = 10

TABLE 4 c
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Fall 1988

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #17					
	13	1	12	92.3	
		2	12	92.3	
		3	2	15.3	
		4	1	7.6	
		5	13	100.0	
		6	8	61.5	
		7	12	92.3	
		8	8	61.5	
		9	6	46.1	
		10	1	7.6	
					57.7
District #29					
	9	1	8	88.8	
		2	8	88.8	
		3	1	11.1	
		4	0	00.0	
		5	9	100.0	
		6	7	77.7	
		7	9	100.0	
		8	8	88.8	
		9	7	77.7	
		10	1	11.1	
					64.4

---

*Perfect Score = 10

TABLE 4 d
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Spring 1989

			CORRECT ITEMS		
District #1	Parents	Items	No.	%	Mean
	13	1	13	100.0	
		2	13	100.0	
		3	4	30.7	
		4	2	15.3	
		5	12	92.3	
		6	11	84.6	
		7	11	84.6	
		8	10	76.9	
		9	10	76.9	
		10	1	7.6	
					66.9
District #27 (Group 2)					
	16	1	15	93.7	
		2	15	93.7	
		3	3	18.7	
		4	1	6.2	
		5	13	81.2	
		6	10	62.5	
		7	14	87.5	
		8	14	87.5	
		9	9	56.2	
		10	2	12.5	
					60.0

*Perfect Score = 10

TABLE 4 e
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Fall 1989

District #11			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	10	1	8	80	
		2	10	100	
		3	8	80	
		4	10	100	
		5	10	100	
		6	8	80	
		7	10	100	
		8	7	70	
		9	9	90	
		10	10	100	
		Total	90	90	90.0
District #22	9	1	8	89	
		2	8	89	
		3	3	33	
		4	7	78	
		5	7	78	
		6	5	56	
		7	7	78	
		8	7	78	
		9	6	67	
		10	6	67	
		Total	64	71.1	71.1

*Perfect Score = 10

TABLE 4 f
Parents' Knowledge and Understanding of Special Education Law And Procedures
True/False Correct Items on Post-Test*
Spring 1990

District #10			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
	15	1	13	87	
		2	15	100	
		3	10	67	
		4	13	87	
		5	14	93	
		6	10	67	
		7	15	100	
		8	12	80	
		9	14	93	
		10	12	80	
		Total	**128**	**85.3**	**85.3**
District #32	16	1	14	88	
		2	15	94	
		3	6	38	
		4	9	56	
		5	14	88	
		6	6	38	
		7	15	94	
		8	15	94	
		9	11	69	
		10	6	38	
		Total	**121**	**75.6**	**75.6**

*Perfect Score = 10

Parents' Present/Future Special Education Activities

The Composite Tables 5 and 6 indicates finding related to parents' present/future special education activities. Findings are presented in terms of pre- and post-survey percentages for parents performing these activities. Pre-test data indicate that parents were reluctant to engage in special education activities on a regular and an ongoing basis. However, talking about the kind of job the child could do was of importance. This fact is verified by the percentage of parents who responded in the "often" category.

Post-survey data show that workshop training had an appreciable effect on the parents in terms of how "often" special education and career development activities were performed. Parents acknowledged their greater commitment to "sometimes" attending parent-meetings, going to community organizations, thus pointing to steady awareness of special education responsibilities and greater assertiveness in responding to parental demands.

Based on the pre-and post-survey data collected from all districts, it can be concluded that parents made learning gains, which are attributable to training, concerning ways to work more effectively with the school, outside agencies, and their children to obtain services for the enhancement of career development plans, processes, and procedures.

TABLES 5 and 6 COMPOSITE
Comparison of Composite Pre- and Post-Survey Percentage

Parents' Present/Future Special
All Districts, 1987-90
Response (Means of Percentage of Parents)

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Work with school to plan child's IEP	31.3	40.2	17.0	23.0	14.8	6.0	27.0	21.8	9.5	2.3
Go to school's parent meeting	51.3	58.8	24.5	29.7	15.5	3.3	13.5	7.0	2.3	3.3
Make suggestion child's schooling after J.H.S.	41.3	52.3	25.5	26.3	8.3	8.7	15.5	8.3	2.5	1.8
Go to community organizations to get help	33.5	38.0	19.5	27.0	12.8	12.0	21.7	17.3	6.3	6.5
Learn about special rights because of disability	56.3	59.8	17.3	19.8	5.8	5.0	14.8	8.0	4.3	2.5
Show child books & magazines about careers	42.3	57.0	27.7	24.0	7.3	7.8	22.3	10.3	5.2	3.3
Get child to tell me about likes & abilities	69.7	67.8	16.7	19.5	5.0	5.2	3.3	4.3	3.0	0.8
Talk to people about right kind of job for my child	39	51.2	30.5	30.5	12.3	8.0	10.7	9.0	5.3	1.8
Think about the kind of job my child could do when school is finished	62	54.3	20.8	23.3	9.7	6.8	11.3	9.0	3.7	1.3
Learn about different programs in H.S. that would be best for my child	38.2	40.5	12.3	14.5	7.0	15.3	31.5	29.7	4.2	3.3

TABLE 5 a
Parents' Present/Future Special Education Activities -- Pre-Test
Districts 12 and 5
Fall 1987 N=25

					RESPONSE					
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	3	12.0	6	24.0	2	4.0	4	16.0	10	0.0
Go to school's parent meeting	15	60.0	6	36.0	2	4.0	2	40.0	0	0.0
Make suggestion child's schooling after J.H.S.	10	4.0	9	36.6	4	16.0	2	40.0	0	0.0
Go to community organizations to get help	11	44.0	2	8.0	4	16.0	4	16.0	4	0.0
Learn about special rights because of disability	14	56.0	6	24.0	4	16.0	1	10.0	0	0.0
Show child books & magazines about careers	8	32.0	9	36.0	6	24.0	2	40.0	0	0.0
Get child to tell me about likes & abilities	16	64.0	3	12.0	4	16.0	0	0.0	2	0.0
Talk to people about right kind of job for my child	13	52.0	7	28.0	2	8.0	1	4.0	2	0.0
Think about the kind of job my child could do when school is finished	16	64.0	1	4.0	4	16.0	1	4.0	13	0.0
Learn about different programs in H.S. that would be best for my child	9	36.0	4	16.0	3	12.0	7	28.0	1	0.0

TABLE 5 b
Parents' Present/Future Special Education Activities — Pre-Test
Districts 3 and 13
Spring 1988 N=30

	Often		Sometimes		RESPONSE Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	13	43.3	6	20.0	1	3.3	8	26.6	2	0.0
Go to school's parent meeting	18	30.0	6	20.0	4	13.3	2	6.6	0	0.0
Make suggestion child's schooling after J.H.S.	15	50.0	11	36.6	1	3.3	0	0	3	0.0
Go to community organizations to get help	9	30.0	8	26.0	3	10.0	5	16.6	5	0.0
Learn about special rights because of disability	20	66.6	3	10.0	0	0	1	3.3	6	0.0
Show child books & magazines about careers	13	43.4	9	30.0	1	3.3	4	13.3	3	0.0
Get child to tell me about likes & abilities	24	80.0	5	16.6	0	0	0	0.0	1	0.0
Talk to people about right kind of job for my child	15	50.0	8	26.6	3	10.0	2	6.6	2	0.0
Think about the kind of job my child could do when school is finished	28	93.3	1	3.3	0	0	11.33	0	0	0.0
Learn about different programs in H.S. that would be best for my child	15	50.0	1	3.3	2	6.6	11.0	36.6	1	0.0

TABLE 5 c
Parents' Present/Future Special Education Activities — Pre-Test
Districts 7 and 29
Fall 1988 N = 38

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	6	15.7	8	21.0	3	7.8	16	42.1	5	13.1
Go to school's parent meeting	20	52.6	9	23.6	3	7.8	5	13.1	1	2.6
Make suggestion child's schooling after J.H.S.	17	44.7	10	26.3	2	5.2	6	15.7	3	7.8
Go to community organizations to get help	10	26.3	9	23.6	4	10.5	11	28.9	4	10.5
Learn about special rights because of disability	19	50.0	5	13.1	1	2.6	10	26.3	3	7.8
Show child books & magazines about careers	16	42.1	10	26.3	1	2.6	9	23.6	2	5.2
Get child to tell me about likes & abilities	29	76.3	4	10.5	0	0.0	2	5.2	3	7.8
Talk to people about right kind of job for my child	12	31.5	13	34.2	3	7.8	5	13.1	5	13.1
Think about the kind of job my child could do when school is finished	21	55.2	7	18.4	2	5.2	6	15.7	2	5.2
Learn about different programs in H.S. that would be best for my child	14	36.8	3	7.8	4	10.5	15	39.4	2	5.2

TABLE 5 d
Parents' Present/Future Special Education Activities — Pre-Test
Districts 1 and 27
Spring 1989 N = 43

RESPONSE

Item	Often		Sometimes		Not Often		Plan To		No/No Answer	
	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	15	34.8	5	11.6	8	18.6	6	13.9	9	20.9
Go to school's parent meeting	21	48.8	6	13.9	4	9.3	7	16.2	5	11.6
Make suggestion child's schooling after J.H.S.	17	39.5	8	18.6	6	13.9	5	11.6	7	16.2
Go to community organizations to get help	15	34.8	7	16.2	7	16.2	5	11.6	9	20.9
Learn about special rights because of disability	26	60.4	7	16.2	2	4.6	4	9.9	4	9.3
Show child books & magazines about careers	21	48.8	9	20.9	3	6.9	7	16.2	3	6.9
Get child to tell me about likes & abilities	27	62.7	7	16.2	4	9.3	2	4.6	3	6.9
Talk to people about right kind of job for my child	17	39.5	7	16.2	7	16.2	6	13.9	6	13.9
Think about the kind of job my child could do when school is finished	21	48.8	11	25.5	3	6.9	4	9.9	4	9.9
Learn about different programs in H.S. that would be best for my child	14	32.5	8	18.6	2	4.6	12	27.9	7	16.2

TABLE 5 e
Parents' Present/Future Special Education Activities — Pre-Test
Districts 11 and 22
Fall 1989 N = 51

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	22	44	8	16	5	10	8	16	8	16
Go to school's parent meeting	25	50	15	30	4	8	3	6	4	8
Make suggestion child's schooling after J.H.S.	23	46	15	30	4	8	5	10	4	8
Go to community organizations to get help	15	30	9	18	9	18	10	20	8	16
Learn about special rights because of disability	21	42	13	26	4	8	10	20	3	6
Show child books & magazines about careers	14	28	19	38	2	4	10	20	9	18
Get child to tell me about likes & abilities	30	60	16	32	2	4	2	4	1	2
Talk to people about right kind of job for my child	15	30	18	36	7	14	4	8	2	4
Think about the kind of job my child could do when school is finished	21	42	16	32	4	8	7	14	3	6
Learn about different programs in H.S. that would be best for my child	14	28	4	8	5	10	22	44	6	12

TABLE 5 1
Parents' Present/Future Special Education Activities -- Pre-Test
Districts 10 and 32
Spring 1990, N = 34

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	11	33	3	9	3	9	11	33	6	18
Go to school's parent meeting	22	66	6	18	5	15	1	2	0	0
Make suggestion child's schooling after J.H.S.	21	63	5	15	1	3	5	15	1	3
Go to community organizations to get help	12	36	8	24	2	6	13	36	0	0
Learn about special rights because of disability	21	63	5	15	1	3	6	18	1	3
Show child books & magazines about careers	20	60	5	15	1	3	7	21	1	3
Get child to tell me about likes & abilities	28	75	4	12	0	0	2	6	0	0
Talk to people about right kind of job for my child	10	30	14	42	6	18	3	9	1	3
Think about the kind of job my child could do when school is finished	23	69	6	18	2	6	3	9	2	6
Learn about different programs in H.S. that would be best for my child	15	45	2	6	1	3	10	30	1	3

TABLE 6 a
Parents' Present/Future Special Education Activities -- Post-Test
Districts 12 and 5
Fall 1987, N = 27

					RESPONSE					
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	9	33.3	7	25.9	1	3.7	5	18.5	5	0.0
Go to school's parent meeting	19	70.3	7	25.9	1	37.0	0	0	0	0.0
Make suggestion child's schooling after J.H.S.	14	31.8	9	33.3	3	11.1	0	0	1	0.0
Go to community organizations to get help	12	44.4	5	18.5	4	14.8	6	22.2	0	0.0
Learn about special rights because of disability	20	74.0	4	14.8	1	37.0	1	3.7	1	0.0
Show child books & magazines about careers	12	44.4	10	3.7	2	74.0	2	7.4	1	0.0
Get child to tell me about likes & abilities	19	70.3	7	25.9	1	37.0	0	0	0	0.0
Talk to people about right kind of job for my child	17	62.9	7	25.9	2	7.4	0	0.0	1	0.0
Think about the kind of job my child could do when school is finished	12	44.4	7	25.9	2	7.4	3	11.1	3	0.0
Learn about differnt programs in H.S. that would be best for my child	5	18.5	5	18.5	3	11.1	11	40.7	3	0.0

TABLE 6 b
Parents' Present/Future Special Education Activities -- Post-Test
Districts 3 and 13
Spring 1988, N = 24

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	8	33.3	4	16.6	0	0.0	11	45.8	1	0.0
Go to school's parent meeting	7	29.1	7	29.1	0	0.0	2	8.3	8	0.0
Make suggestion child's schooling after J.H.S.	9	37.5	9	37.5	2	8.3	3	12.5	1	0.0
Go to community organizations to get help	12	50.0	2	8.3	2	8.3	8	33.3	0	0.0
Learn about special rights because of disability	8	33.3	9	37.5	2	8.3	1	4.1	4	0.0
Show child books & magazines about careers	15	62.5	5	20.8	1	4.1	3	12.5	0	0.0
Get child to tell me about likes & abilities	15	62.5	5	20.8	1	4.1	1	4.1	2	0.0
Talk to people about right kind of job for my child	14	58.3	5	20.8	2	8.3	2	8.3	1	0.0
Think about the kind of job my child could do when school is finished	14	58.3	4	16.6	1	4.1	4	16.6	1	0.0
Learn about difernt programs in H.S. that would be best for my child	13	54.1	4	16.6	1	4.1	6	25.0	0	0.0

TABLE 6 c
Parents' Present/Future Special Education Activities — Post-Test
Districts 17 and 29
Fall 1988, N = 22

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	5	22.7	6	27.2	2	9.0	7	31.8	2	0.0
Go to school's parent meeting	13	59.0	3	13.6	1	4.5	4	18.1	1	4.5
Make suggestion child's schooling after J.H.S.	11	50.0	8	36.3	1	4.5	2	9.0	0	0.0
Go to community organizations to get help	6	27.2	8	36.3	3	13.6	4	18.1	1	4.5
Learn about special rights because of disability	15	68.1	3	13.6	1	4.5	2	9.0	1	4.5
Show child books & magazines about careers	8	36.3	7	31.8	4	18.1	2	9.0	1	4.5
Get child to tell me about likes & abilities	17	77.2	4	18.1	1	4.5	0	0	0	0.0
Talk to people about right kind of job for my child	11	50.0	6	27.2	3	13.6	2	9.0	0	0.0
Think about the kind of job my child could do when school is finished	13	59.0	5	22.7	3	13.6	1	4.5	0	0.0
Learn about difernt programs in H.S. that would be best for my child	10	45.4	3	13.6	1	4.5	7	31.8	1	4.5

TABLE 6 d
Parents' Present/Future Special Education Activities -- Post-Test
Districts 1 and 27
Spring 1989, N = 29

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	13	44.8	5	17.2	5	17.2	3	10.3	26	89.6
Go to school's parent meeting	19	65.5	4	13.7	1	3.4	1	3.4	4	13.7
Make suggestion child's schooling after J.H.S.	14	48.2	5	17.2	3	10.3	5	17.2	2	6.8
Go to community organizations to get help	13	44.8	3	10.3	7	24.1	2	6.8	4	13.7
Learn about special rights because of disability	13	44.8	4	13.7	0	0.0	3	10.3	9	31.0
Show child books & magazines about careers	13	44.8	7	24.1	2	6.8	5	17.2	2	6.8
Get child to tell me about likes & abilities	18	62.0	3	10.3	2	6.8	4	13.7	2	6.8
Talk to people about right kind of job for my child	13	44.8	9	31.0	1	3.4	3	10.3	3	10.3
Think about the kind of job my child could do when school is finished	13	44.8	8	27.5	1	3.4	4	13.7	3	10.3
Learn about differnt programs in H.S. that would be best for my child	10	34.4	4	13.7	3	10.3	10	34.4	2	6.8

TABLE 6 e
Parents' Present/Future Special Education Activities -- Post-Test
Districts 11 and 22
Fall 1989, N = 19

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	12	63	4	20	0	0	1	5	2	10
Go to school's parent meeting	11	58	3	15	1	5	2	10	2	10
Make suggestion child's schooling after J.H.S.	14	74	1	5	1	5	2	10	1	5
Go to community organizations to get help	7	36	5	25	1	5	2	10	2	10
Learn about special rights because of disability	13	68	2	10	0	0	3	15	1	5
Show child books & magazines about careers	8	42	6	31	1	5	2	10	2	10
Get child to tell me about likes & abilities	13	68	4	20	1	5	1	5	1	5
Talk to people about right kind of job for my child	9	47	5	26	0	0	3	15	1	5
Think about the kind of job my child could do when school is finished	11	58	4	20	1	5	2	10	1	5
Learn about difernt programs in H.S. that would be best for my child	5	26	4	20	5	25	7	36	2	10

TABLE 6 f
Parents' Present/Future Special Education Activities — Post-Test
Districts 10 and 32
Spring 1990, N = 31

	RESPONSE									
	Often		Sometimes		Not Often		Plan To		No/No Answer	
Item	No	%	No	%	No	%	No	%	No	%
Work with school to plan child's IEP	12	39	10	32	2	6	6	19	1	3
Go to school's parent meeting	22	71	7	23	1	3	1	3	0	0
Make suggestion child's schooling after J.H.S.	16	52	9	29	4	13	0	0	2	6
Go to community organizations to get help	8	26	16	52	2	6	4	13	6	19
Learn about special rights because of disability	22	71	3	10	4	13	2	6	0	0
Show child books & magazines about careers	16	52	10	32	3	10	2	6	0	0
Get child to tell one about likes & abilities	21	68	7	22	2	6	1	3	0	0
Talk to people about right kind of job for my child	12	39	11	35	5	16	1	3	2	6
Think about the kind of job my child could do when school is finished	19	62	8	26	2	6	1	3	1	3
Learn about differnt programs in H.S. that would be best for my child	20	65	4	13	1	3	6	19	0	0

Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions

The Composite Tables 7 and 8 present pre- and post-survey responses of parents concerning their attitudes/beliefs concerning individuals with handicapping conditions. These data are set forth in terms of means for correct items scored on "disagree/agree" statements. Based on the higher mean score obtained in favor of the post-test, it can be assumed that parents in most districts became more aware, knowledgeable, and understanding of the problems, concerns, needs, and aspirations of pupils with handicapping conditions as the result of exposure of workship experiences.

Parents stated that specific disabilities included, emotional problems, writing and attention deficits, speech, math, and hyperactivity.

TABLE 7 & 8 Composite
Parents' Attitudes/Beliefs Concerning
Individuals with Handicapping Conditions
Disagree/Agree Items on Pre- and Post-Test
All Districts, 1987-1990

	Correct Items			
	No.		%	
	Pre	Post	Pre	Post
	N=223	N=152		
1.	139	119	62.3	78.3
2.	200	133	89.7	87.5
3.	131	100	58.7	65.8
4.	109	81	48.9	53.3
5.	116	83	52.0	54.6
6.	121	93	54.3	61.2
7.	177	123	79.4	80.9
8.	125	87	56.1	57.2
9.	174	131	58.7	29.0
10.	177	133	59.6	87.5
11.	121	85	54.3	55.9
12.	197	139	88.3	91.4
Totals:	1807	1307	67.5	71.7

*Perfect score = 10

Perfect score for individual item:
Pre-test 223
Post-test 152

Perfect score for entire group:
Pre-test 2676
Post-test 1824

TABLE 7 a
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Pre-Test
Disagree/Agree Items on Pre-Test*
Fall 1987

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #12	12	1	6	50	
		2	9	75	
		3	10	83	
		4	7	58	
		5	8	67	
		6	9	75	
		7	8	67	
		8	9	75	
		9	8	67	
		10	9	75	
		11	8	67	
		12	11	92	
					70.8
District #5	13	1	9	69	
		2	11	85	
		3	11	85	
		4	10	77	
		5	7	54	
		6	12	92	
		7	11	85	
		8	10	77	
		9	11	85	
		10	11	85	
		11	10	77	
		12	12	92	
					80.1

* Perfect Score = 12

TABLE 7 b
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions -- Pre-Test
Disagree/Agree Items on Pre-Test*
Spring 1988

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #3					
	12	1	9	75	
		2	10	83	
		3	9	75	
		4	3	25	
		5	7	42	
		6	10	83	
		7	9	58	
		8	8	67	
		9	8	67	
		10	9	75	
		11	9	75	
		12	10	83	
					70.1
District #13					
	20	1	15	75	
		2	17	85	
		3	19	95	
		4	19	95	
		5	16	80	
		6	20	100	
		7	16	80	
		8	15	75	
		9	15	75	
		10	19	95	
		11	18	90	
		12	19	95	
					86.7

* Perfect Score = 12

TABLE 7 c
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Pre-Test
Disagree/Agree Items on Pre-Test*
Fall 1983

		CORRECT ITEMS		
	Parents	No.	%	Mean
District #17	29	23	79.3	
		22	75.8	
		1	3.4	
		5	17.2	
		8	27.5	
		1	3.4	
		17	58.6	
		1	5.4	
		22	75.8	
		24	82.7	
		3	10.3	
		24	82.7	
				36.8
District #29 (Group 1)	9	9	100.0	
		9	100.1	
		1	11.1	
		1	11.1	
		0	00.0	
		0	00.0	
		9	100.1	
		0	00.1	
		9	100.1	
		0	100.1	
		0	00.0	
		9	100.0	
				65.8

*Perfect Score = 12

TABLE 7 d
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Pre-Test
Disagree/Agree Items on Pre-Test*
Spring 1989

		CORRECT ITEMS		
	Parents	No.	%	Mean
District #1				
	24	15	62.5	
		21	87.5	
		3	12.5	
		5	20/8	
		4	16.6	
		3	12.5	
		20	83.2	
		3	12.5	
		19	79.1	
		17	70.8	
		3	12.5	
		18	75.0	
				45.5
District #27 (Group 2)				
	19	13	68.4	
		19	100.0	
		0	00.0	
		0	00.0	
		3	33.3	
		2	10.5	
		15	78.9	
		2	10.5	
		16	84.2	
		17	89.4	
		4	21.0	
		17	89.4	
				47.4

* Perfect Score = 12

TABLE 7 e
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Pre-Test
Disagree/Agree Items on Pre-Test*
Fall 1989

			CORRECT ITEMS		
District #12	Parents	Items	No.	%	Mean
	32	1	23	72	
		2	30	94	
		3	29	91	
		4	26	81	
		5	21	66	
		6	26	81	
		7	27	84	
		8	28	88	
		9	26	81	
		10	29	91	
		11	25	78	
		12	30	94	
		Total	**320**	**83.3**	**83.3**
District #22	19	1	10	53	
		2	18	95	
		3	18	95	
		4	11	58	
		5	14	74	
		6	15	79	
		7	15	79	
		8	15	79	
		9	14	74	
		10	14	74	
		11	14	74	
		12	17	89	
		Total	**175**	**76.8**	**76.8**

* Perfect Score = 12

TABLE 7 1
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions -- Pre-Test
Disagree/Agree Items on Pre-Test*
Spring 1990

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #10					
	20	1	15	75	
		2	20	100	
		3	18	90	
		4	14	70	
		5	15	75	
		6	19	95	
		7	18	90	
		8	19	95	
		9	16	80	
		10	18	90	
		11	16	80	
		12	20	100	
		Total	**208**	**86.7**	**86.7**
District #32					
	15	1	10	67	
		2	14	93	
		3	14	93	
		4	8	53	
		5	10	67	
		6	14	93	
		7	11	73	
		8	13	87	
		9	11	73	
		10	12	80	
		11	11	73	
		12	13	72.8	
		Total	**131**	**72.8**	**72.8**

*Perfect Score = 12

TABLE 8 a
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions -- Post-Test
Disagree/Agree Items on Post-Test
Fall 1987

			CORRECT ITEMS		
District #12	Parents	Items	No.	%	Mean
	13	1	10	77	
		2	10	77	
		3	13	100	
		4	12	92	
		5	9	69	
		6	10	77	
		7	9	69	
		8	11	85	
		9	11	85	
		10	10	77	
		11	10	77	
		12	12	92	
					81.4
District #14	14	1	13	93	
		2	14	100	
		3	14	100	
		4	10	72	
		5	8	57	
		6	13	93	
		7	12	86	
		8	8	57	
		9	12	85	
		10	13	93	
		11	11	86	
		12	14	100	
					84.5

*Perfect Score = 12

TABLE 8 b
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions — Post-Test
Disagree/Agree Items on Post-Test
Spring 1988

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #3	6	1	4	67	
		2	6	100	
		3	6	100	
		4	5	83	
		5	5	83	
		6	5	83	
		7	5	83	
		8	5	83	
		9	6	100	
		10	5	83	
		11	3	50	
		12	5	83	83.3
District #13	18	1	15	83	
		2	18	100	
		3	17	95	
		4	13	72	
		5	15	83	
		6	17	95	
		7	14	78	
		8	17	95	
		9	15	83	
		10	15	83	
		11	16	89	
		12	18	100	
					88.0

*Perfect Score = 12

TABLE 8 c
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions -- Post-Test
Disagree/Agree Items on Post-Test
Fall 1988

		CORRECT ITEMS		
	Parents	No.	%	Mean
District #17				
	13	9	69.2	
		13	100.0	
		1	7.6	
		2	15.2	
		3	23.0	
		2	7.6	
		9	69.2	
		0	00.0	
		12	92.3	
		12	92.3	
		0	00.0	
		11	84.6	
				47.4
District #29 (Group 1)				
	9	8	88.8	
		9	100.0	
		0	00.0	
		2	15.3	
		2	15.3	
		2	15.3	
		7	53.8	
		0	00.0	
		9	100.0	
		9	100.0	
		0	00.0	
		9	100.0	
				52.8

*Perfect Score = 12

TABLE 8 d
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions -- Post-Test
Disagree/Agree Items on Post-Test
Spring 1989

District #1

		CORRECT ITEMS		
Parents	Items	No.	%	Mean
13	1	11	84.6	
	2	12	92.3	
	3	2	15.3	
	4	3	23.0	
	5	3	23.0	
	6	2	15.3	
	7	10	76.0	
	8	3	23.0	
	9	11	84.6	
	10	11	84.6	
	11	3	23.0	
	12	12	92.3	
			53.2	

District #27
(Group 1)

		CORRECT ITEMS		
Parents	Items	No.	%	Mean
16	1	12	75.0	
	2	15	93.6	
	3	1	6.2	
	4	3	18.7	
	5	2	12.5	
	6	0	00.0	
	7	11	68.7	
	8	1	6.2	
	9	14	87.5	
	10	14	87.5	
	11	3	18.7	
	12	14	87.5	
			46.9	

*Perfect Score = 12

TABLE 8 e
Parents' Attitudes/Beliefs Concerning
Individuals with Handicapping Conditions — Post-Test
Disagree/Agree Items on Post-Test
Fall 1989

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #11	10	1	9	90	
		2	10	100	
		3	10	100	
		4	5	50	
		5	10	100	
		6	10	100	
		7	10	100	
		8	10	100	
		9	9	90	
		10	10	100	
		11	8	80	
		12	10	100	
		Total	111	92.5	92.5
District #22	9	1	2	22	
		2	7	78	
		3	6	67	
		4	4	44	
		5	4	44	
		6	6	67	
		7	7	78	
		8	7	78	
		9	4	44	
		10	5	56	
		11	5	56	
		12	5	56	
		Total	62	57.4	57.4

*Perfect Score = 12

TABLE 8 f
Parents' Attitudes/Beliefs Concerning Individuals with Handicapping Conditions -- Post-Test
Disagree/Agree Items on Post-Test
Fall 1989

			CORRECT ITEMS		
	Parents	Items	No.	%	Mean
District #10	11	1	11	73	
		2	14	93	
		3	14	93	
		4	12	80	
		5	11	73	
		6	13	87	
		7	15	100	
		8	13	87	
		9	13	87	
		10	15	100	
		11	13	87	
		12	15	100	
		Total	159	88.3	88.3
District #32	15	1	15	94	
		2	15	94	
		3	16	100	
		4	10	63	
		5	11	69	
		6	13	81	
		7	14	88	
		8	12	75	
		9	15	94	
		10	14	88	
		11	13	81	
		12	14	88	
		Total	162	84.3	84.3

*Perfect Score = 12

Parents' Perceptions of Usefulness of Workshop Activities

Two additional checklist areas were added to the post-test because of their relevance to program completion: usefulness of seven itmes "we did or talked about;" applicability of 15 career development and/or special education summary statements to program participants.

Table 9, gives the parents' perceptions of "usefulness" of workshop activities, number of responses, and percentage of responses. By and large, parents in all districts perceived the workshop activities to be "very useful."

The data in Table 10 present summaries of parent responses by percentage of 12 statments related to workshop participation. On the whole, parents gave responses that indicated training had had an impact on their knowledge about and performance of workshop activities.

TABLE 9 Composite
Parents' Perceptions of Usefulness of Workshop Activities — Post-Test
All Districts 1987-1990
N = 150

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	2	2	10	7	136	90	1	1
Getting information about training & careers that might be useful for myself	7	5	31	20	110	73	2	1
Getting things to read	2	1	10	7	138	91	0	0
Asking questions about my own child	3	2	22	15	116	77	10	7
Listening to other parents talk about their children	0	0	23	15	115	77	11	7
Talking with other parents in the small group about our experiences on the "homework"	5	3	22	15	118	79	4	3
Practicing the career planning activities in the small group	4	3	25	17	123	81	4	3

TABLE 9 a
Parents' Perceptions of Usefulness of Workshop Activities -- Post-Test
Districts 12 and 5
Fall 1987, N = 27

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	1	3.7	3	11.1	23	85.1	0	0.0
Getting information about training & careers that might be useful for myself	1	3.7	3	11.1	23	85.1	0	0.0
Getting things to read	0	0.0	1	3.7	26	96.2	0	0.0
Asking questions about my own child	0	0.0	2	7.4	24	88.8	1	0.0
Listening to other parents talk about their children	0	0.0	5	18.5	22	81.4	0	0.0
Talking with other parents in the small group about our experiences on the "homework"	1	3.7	4	14.8	21	77.7	1	0.0
Practicing the career planning activities in the small group	0	0.0	6	22.2	21	77.7	0	0.0

TABLE 9 b
Parents' Perceptions of Usefulness of Workshop Activities -- Post-Test
Districts 3 and 12
Spring 1988, N = 24

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	1	4.1	1	4.1	22	91.6	0	0.0
Getting information about training & careers that might be useful for myself	1	4.1	3	12.5	19	79.1	1	0.0
Getting things to read	0	0.0	2	8.3	22	91.6	0	0.0
Asking questions about my own child	0	0.0	2	8.3	20	83.3	2	0.0
Listening to other parents talk about their children	0	0.0	4	16.6	20	83.3	0	0.0
Talking with other parents in the small group about our experiences on the "homework"	0	0.0	4	16.6	20	83.3	0	0.0
Practicing the career planning activities in the small group	1	4.1	4	16.6	19	79.1	0	0.0

TABLE 9 c
Parents' Perceptions of Usefulness of Workshop Activities -- Post-Test
Districts 17 and 29
Fall 1988, N = 22

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	0	0.0	2	9.0	20	90.9	0	0.0
Getting information about training & careers that might be useful for myself	1	4.5	6	27.2	15	68.1	0	0.0
Getting things to read	0	0.0	1	4.5	21	95.4	0	0.0
Asking questions about my own child	0	0.0	4	18.1	18	81.8	0	0.0
Listening to other parents talk about their children	0	0.0	4	18.1	18	81.8	0	0.0
Talking with other parents in the small group about our experiences on the "homework"	1	4.5	3	13.6	17	77.2	1	4.5
Practicing the career planning activities in the small group	0	0.0	5	22.7	17	77.2	0	0.0

TABLE 9 d
Parents' Perceptions of Usefulness of Workshop Activities — Post-Test
Districts 1 and 27
Spring 1989, N = 29

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		- No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	1	3.4	2	6.8	25	86.2	1	3.4
Getting information about training & careers that might be useful for myself	1	3.4	8	27.5	19	65.5	1	3.4
Getting things to read	1	3.4	4	13.7	24	82.7	0	0.0
Asking questions about my own child	1	3.4	6	20.6	18	62.0	4	13.7
Listening to other parents talk about their children	0	0.0	4	17.2	23	79.3	1	3.4
Talking with other parents in the small group about our experiences on the "homework"	1	3.4	5	17.2	22	75.8	1	3.4
Practicing the career planning activities in the small group	0	0.0	5	17.2	22	75.8	2	6.8

TABLE 9 e
Parents' Perceptions of Usefulness of Workshop Activities -- Post-Test
Districts 11 and 22
Fall 1989, N = 31

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	0	0	0	0	31	100	0	0
Getting information about training & careers that might be useful for myself	1	3	9	30	21	67	0	0
Getting things to read	0	0	1	3	30	97	0	0
Asking questions about my own child	0	0	3	10	27	90	0	0
Listening to other parents talk about their children	0	0	2	7	19	63	0	0
Talking with other parents in the small group about our experiences on the "homework"	0	0	4	13	27	90	1	3
Practicing the career planning activities in the small group	1	3	3	0	27	90	0	0

TABLE 9 f
Parents' Perceptions of Usefulness of Workshop Activities -- Post-Test
Districts 11 and 22
Fall 1989, N = 31

	RESPONSE							
	Not Very Useful		A Little Useful		Very Useful		No Response	
ITEM	No.	%	No.	%	No.	%	No.	%
Getting information from the speakers to help my child	0	0	2	12	15	88	0	0
Getting information about training & careers that might be useful for myself	2	12	2	12	13	76	0	0
Getting things to read	1	6	1	6	15	88	0	0
Asking questions about my own child	2	12	5	30	9	53	0	0
Listening to other parents talk about their children	0	0	4	24	13	76	0	0
Talking with other parents in the small group about our experiences on the "homework"	3	18	2	12	11	64	1	6
Practicing the career planning activities in the small group	2	12	1	6	14	82	0	0

TABLE 10 Composite
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test
All Districts 1987-90
N = 150

Item	Response*			
	Yes		No	
	No.	%	No.	%
I would recommend this program to another parent.	141	94	3	2
The program showed me there are people and organizations to help my child find a job.	147	98	0	0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	142	94	2	1
I tried some of the activities with my child.	131	87	12	8
I contacted organizations that sent people to the meetings.	47	31	72	48
I am better able to help my child decide on a career because of this program.	139	92	7	5
I agree with what the school says is my child's disability	90	60	42	8
I have been thinking about changing careers myself.	89	60	50	33
I have been thinking about going back to school.	109	73	31	20
I am currently working outside my home.	57	38	75	50
I am currently a student.	30	20	110	73
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	105	70	40	27

*Total may not add up to 100 because of "no responses."

TABLE 10 a
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test
Districts 12 and 5 (Group 1)
Fall 1987, N = 27

	Response			
	Yes		No	
Item	No.	%	No.	%
I would recommend this program to another parent.	24	88.0	1	3.6
The program showed me there are people and organizations to help my child find a job.	26	96.0	0	0.0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	23	85.1	3	11.1
I tried some of the activities with my child.	23	85.1	1	3.6
I contacted organizations that sent people to the meetings.	10	37.0	16	59.2
I am better able to help my child decide on a career because of this program.	23	85.1	3	11.1
I agree with what the school says is my child's disability	17	62.9	7	25.5
I have been thinking about changing careers myself.	14	51.1	10	36.6
I have been thinking about going back to school.	19	70.3	6	22.2
I am currently working outside my home.	15	55.5	11	40.8
I am currently a student.	7	25.9	18	66.6
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	19	70.3	7	25.5

TABLE 10 b
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test
Districts 3 and 13 (Group 2)
Spring 1988, N = 24

Item	Response			
	Yes		No	
	No.	%	No.	%
I would recommend this program to another parent.	22	91.6	1	4.1
The program showed me there are people and organizations to help my child find a job.	24	100.0	0	0.0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	23	95.8	1	4.1
I tried some of the activities with my child.	22	91.6	2	8.3
I contacted organizations that sent people to the meetings.	10	41.6	13	54.1
I am better able to help my child decide on a career because of this program.	24	100.0	0	0.0
I agree with what the school says is my child's disability	18	75.0	3	12.5
I have been thinking about changing careers myself.	15	62.5	8	33.3
I have been thinking about going back to school.	16	66.6	7	29.1
I am currently working outside my home.	13	54.1	10	41.6
I am currently a student.	3	12.5	19	79.1
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	20	83.3	4	16.6

TABLE 10 c
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test Districts 17 and 29 (Group 1) Fall 1988, N =22

	Response			
	Yes		No	
Item	No.	%	No.	%
I would recommend this program to another parent.	21	95.4	1	4.5
The program showed me there are people and organizations to help my child find a job.	22	100.0	0	0.0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	22	100.0	0	0.0
I tried some of the activities with my child.	19	86.3	3	13.7
I contacted organizations that sent people to the meetings.	8	36.3	2	9.0
I am better able to help my child decide on a career because of this program.	19	86.3	3	13.6
I agree with what the school says is my child's disability	9	40.9	9	40.9
I have been thinking about changing careers myself.	11	50.0	9	40.9
I have been thinking about going back to school.	18	81.8	3	13.6
I am currently working outside my home.	11	50.0	11	50.0
I am currently a student.	5	22.7	17	77.3
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	14	63.6	8	36.3

TABLE 10 d
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test
Districts 1 and 27 (Group 2)
Spring 1989, N = 29

	Response			
	Yes		No	
Item	No.	%	No.	%
I would recommend this program to another parent.	28	96.5	0	0.0
The program showed me there are people and organizations to help my child find a job.	28	96.5	0	0.0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	28	96.5	0	0.0
I tried some of the activities with my child.	22	75.8	5	17.2
I contacted organizations that sent people to the meetings.	1	48.2	14	48.2
I am better able to help my child decide on a career because of this program.	27	93.1	0	0.0
I agree with what the school says is my child's disability	14	51.7	11	37.9
I have been thinking about changing careers myself.	22	75.8	6	20.6
I have been thinking about going back to school.	22	75.8	7	24.1
I am currently working outside my home.	0	27.5	18	62.0
I am currently a student.	3	10.3	24	82.7
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	20	68.9	9	31.0

TABLE 10 e
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test
Districts 11 and 22 (Group 2)
Fall 1989, N = 17

	Response			
	Yes		No	
Item	No.	%	No.	%
I would recommend this program to another parent.	17	100	0	0
The program showed me there are people and organizations to help my child find a job.	17	100	0	0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	17	100	0	0
I tried some of the activities with my child.	16	94	0	0
I contacted organizations that sent people to the meetings.	1	6	16	94
I am better able to help my child decide on a career because of this program.	16	94	1	6
I agree with what the school says is my child's disability	14	82	2	12
I have been thinking about changing careers myself.	7	42	9	54
I have been thinking about going back to school.	12	71	4	24
I am currently working outside my home.	9	54	7	42
I am currently a student.	6	36	11	66
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	13	78	2	12

TABLE 10 f
Parent Responses to Yes/No Statements Related To Workshop Participation -- Post-Test
Districts 10 and 32
Spring 1990, N = 29

Item	Response			
	Yes		No	
	No.	%	No.	%
I would recommend this program to another parent.	29	100	0	0
The program showed me there are people and organizations to help my child find a job.	30	100	0	0
Because of this program, I am more familiar with what intermediate and jr. high programs have to offer in special education.	29	100	1	3
I tried some of the activities with my child.	29	100	1	3
I contacted organizations that sent people to the meetings.	17	57	11	33
I am better able to help my child decide on a career because of this program.	30	100	0	0
I agree with what the school says is my child's disability	18	60	10	30
I have been thinking about changing careers myself.	20	68	8	24
I have been thinking about going back to school.	22	75	4	13
I am currently working outside my home.	9	30	18	61
I am currently a student.	6	20	21	70
I am active in one or more community organizations (such as PTA, church groups, advocacy groups).	19	64	10	33

What New Thing Did You Learn About Your Child?

The post-test survey provided opportunities for parents to make spontaneous comments to open-ended questions concerning what was learned and what needs to be learned. Sample verbatim responses to these questions are listed below.

Question 6 -- "What new thing did you learn about your child through this program?"

"There is much help available."

"My child can accomplish more in her life than I though she could. She is able to get a job although in special education."

"My child does not have to stay in special education classes."

"If he became a problem child, there is help available for him and me as the parent."

"I need to have more patience with my child."

"How to talk and spend more time together."

"How to do various creative activities with my child."

"There are agencies within the Board of Education that can meet the needs of my child."

"How to communicate better with my son."

"Child needs time to unfold himself with his school work."

"How to be good at any career he chooses."

"How to talk and plan with my child about his future."

"There is more of a future than I had imagined."

"I learned how to communicate with him about careers, his likes, and many more things."

"That she and I have a lot of the same interests, and maybe I can help guide her."

"That there are many organizations to help my child."

". . . about careers."

". . . his rights at school."

". . . I need to listen more to my child."

Question 7 requested parents to respond to "What is your child's disability?" "Hearing impaired, slow learner, emotionally disabled, speech impaired, hyperactive," "doesn't have one," "math, a non-talker, poor hand/eye motor coordination." "He needs to open up more in class." "Very slow with subjects. Doesn't do well on tests, nervous."

Question 8 -- "If you had to describe your child in one word, what would it be?" "Beautiful," "wise and sweet," "lovable," "talkative, handsome," "confused, neat, educable," "willing to learn," "slow," "improving," "tries very hard to read."

When parents were asked Question 9, "Would you like to continue these meetings?" they all responded "Yes!" "Don't stop." "They are most helpful to parents and students."

All parents in the 12 Districts answering post-survey tests felt they would like to continue these meetings.

Question 10 -- "What else would you like to learn about?"

". . . whatever these children are entitled to."

"Learn about school."

"How to motivate my daughter to read more so she can be more successful in school."

"Free job training programs for parents/children."

"More specific job opportunities, e.g., feedback from employed people, employers and their requirements for handicapped employment."

"Other ways to help them in school."

"About more organizations and more jobs."

"Computers."

> "How to change the laws of the public schools which feels my children are slow therefore, we mustn't expect too much from them. I'd like more homework and stricter rules they can grow by."
>
> "Day care, summer programs in school, math and reading help."

What Else Would You Like To Learn About?

Parents expressed similar needs in the three years of the project when they answered question 10 "What else would you like to learn about?" Anxieties and uncertainties about being a "good" and "understanding" parent as the child entered adolescence and became more difficult were expressed. In addition, parental needs for coping with frustrations and helping children do the same were mentioned. Comments in this area reflected concerns about special education students' present as well as future development.

All of the parents were in favor of continuing workshop training. It had provided them with information about career development and special education programs, in addition to fostering meaningful relationships with other parents with similar problems and concerns.

B. Parent-End-of-Session Ratings

These ratings forms were designed primarily to measure parent attitudes and knowledge. In addition, they reflect trainer effectiveness, as well as the usefulness and practicality of workshop content. Parents were asked to complete rating forms at the end of sessions 2, 3, and 4, thus providing "user feedback" concerning positive and negative aspects of individual workshop presentations for modification and change of content, activities, and trainer presentation. (The first and the last workshops were used for completing pre-and post-survey instruments.) Parents responded very favorably to the three workshop sessions, in general. Table 12, presents the mean overall ratings concerning five attributes of the sessions on a 3-point scale (3 = very good, 2 = somewhat good, 1 = not very good.)

As shown in Table 11, respondents were consistentely enthusiastic about the workshop in terms of qualities designated as "worthwhileness," and "value of speakers," and "interesting." On the other hand, they did not rate the "useful career ideas" which they tried out at home as highly. The mean ratings for "meeting length" contained some expressed dissatisfaction because sessions were regarded as being "too short." In other words, respondents liked what the workshops offered and wanted more time for participation.

Table 12, shows mean ratings, on a 3-point scale (3 = very useful, 2 = a little useful, 1 = not very useful) of the activities included in each of the workshop sessions evaluated (2, 3, and 4).

TABLE 11 a

Mean Values of Workshop Sessions Rated by Parents
Fall 1987 and Spring 1988* +

	Session Number			Item
Item	2	3	4	3-Session Mean
1. Worthwhileness				
Fall	2.92	2.94	2.87	2.91
Spring	2.92	2.92	2.76	2.87
2. Interest				
Fall	3.00	2.94	2.94	2.96
Spring	3.00	2.96	2.72	2.89
3. Value of Speakers				
Fall	2.92	3.00	2.94	2.95
Spring	2.88	2.92	2.76	2.85
4. Useful Career Ideas				
Fall	2.69	2.78	2.78	2.75
Spring	2.60	2.65	2.69	2.65
5. Meeting Length				
Fall	2.68	2.74	2.74	2.72
Spring	2.68	2.79	2.82	2.76
Session Mean Rating				
Fall	2.84	2.88	2.75	
Spring	2.82	2.85	2.75	
Size of N				
Fall	5	16	15	
Spring	25	23	21	

*100% of respondents at all three sessions stated that they could recommend the meeting to a friend.

+Fall Cycle = Districts 5 and 12
Spring Cycle = District 3 and 13

TABLE II b

Mean Values of Workshop Sessions Rated by Parents

Fall 1988 and Spring 1989[*] [+]

Item	Session Number			Item
	2	3	4	3-Session Mean
1. Worthwhileness				
Fall	3.00	2.60	2.51	2.69
Spring	2.15	2.92	2.75	2.58
2. Interest				
Fall	2.85	2.46	2.69	2.67
Spring	2.08	1.27	2.89	2.62
3. Value of Speakers				
Fall	3.00	2.73	2.20	2.55
Spring	2.24	1.37	3.00	2.15
4. Useful Career Ideas				
Fall	2.45	2.34	2.11	2.28
Spring	1.53	2.60	2.22	----
5. Meeting Length				
Fall	2.04	2.34	2.51	2.11
Spring	2.04	2.51	2.78	2.42
Session Mean Rating				
Fall	2.67	2.49	2.10	2.46
Spring	2.01	2.13	2.73	2.49
Size of N				
Fall	16	16	28	
Spring	32	28	20	

[*] 100% of respondents at all three sessions stated that they could recommend the meeting to a friend.

[+] Fall Cycle = Districts 17 and 29
Spring Cycle = District 1 27

TABLE 11 c
Mean Values of Workshop Sessions Rated by Parents
Fall 1989 and Spring 1990* +

Item	Session Number 2	3	4	Item 3-Session Mean**
1. Worthwhileness				
Fall	2.95	2.61	3.00	2.85
Spring	2.66	2.80	2.90	2.79
2. Interest				
Fall	3.00	2.65	3.00	2.88
Spring	3.00	2.95	2.30	2.75
3. Value of Speakers				
Fall	2.85	3.00	2.92	2.92
Spring	2.64	3.00	2.68	2.77
4. Useful Career Ideas				
Fall	2.80	2.57	2.83	2.73
Spring	2.32	2.71	2.60	2.54
5. Meeting Length				
Fall	2.38	2.50	2.85	2.58
Spring	2.13	2.35	2.65	2.38
Session Mean Rating				
Fall	2.80	3.0	2.92	
Spring	2.55	2.90	2.63	
Size of N				
Fall	20	23	16	
Spring	25	21	20	

*100% of respondents at all three sessions stated that they could recommend the meeting to a friend.

+Fall Cycle = Districts 11
Spring Cycle = District 10 and 32

**District 22 not included because of incomplete data.

TABLE 12 a
Mean Ratings by Parents of Seven Workshop Activities
Fall 1987 and Spring 1988 Cycles

Item	Session Number			Item
	2	3	4	3-Session Mean
1. Getting information from speakers to help my child				
Fall	2.58	3.00	2.77	2.78
Spring	2.91	2.71	2.71	2.78
2. Getting information about training and careers that might be useful for myself				
Fall	2.75	2.84	2.83	2.81
Spring	2.33	2.50	2.56	2.46
3. Getting things to read				
Fall	2.75	2.89	2.77	2.80
Spring	2.81	2.79	2.63	2.74
4. Asking questions about my own child				
Fall	2.58	2.75	2.69	2.67
Spring	2.78	2.58	2.80	2.72
5. Listening to other parents talk about their children				
Fall	2.50	2.82	2.62	2.65
Spring	2.83	2.92	2.88	2.72
6. Talking with other parents in the small group about our experiences on the "homework"				
Fall	2.64	2.90	2.54	2.69
Spring	2.83	2.86	2.77	2.82
7. Practicing the career planning activities in the small group				
Fall	2.75	2.89	2.83	2.82
Spring	2.74	2.83	2.82	2.82
Session Mean Rating				
Fall	2.65	2.87	2.72	2.74
Spring	2.74	2.74	2.73	2.72
Size of N				
Fall	15	16	15	
Spring	25	23	21	

TABLE 12 b
Mean Ratings by Parents of Seven Workshop Activities
Fall 1988 and Spring 1989 Cycles

	Session Number			Item
Item	2	3	4	3-Session Mean
1. Getting information from speakers to help my child				
Fall	2.58	2.33	2.27	2.38
Spring	2.03	2.45	2.45	2.31
2. Getting information about training and careers that might be useful for myself				
Fall	2.02	2.47	2.11	2.20
Spring	1.67	1.96	1.78	1.80
3. Getting things to read				
Fall	2.29	2.73	2.20	2.40
Spring	2.02	2.27	1.89	2.05
4. Asking questions about my own child				
Fall	2.44	1.55	1.95	1.98
Spring	1.67	2.04	1.78	1.78
5. Listening to other parents talk about their children				
Fall	2.71	2.07	2.45	2.40
Spring	1.96	2.51	2.33	2.26
6. Talking with other parents in the small group about our experiences on the "homework"				
Fall	2.44	2.20	1.95	2.20
Spring	1.96	2.27	2.11	2.11
7. Practicing the career planning activities in the small group				
Fall	2.29	2.60	2.45	2.45
Spring	1.67	2.51	2.11	2.08
Session Mean Rating				
Fall	2.40	2.28	2.20	2.30
Spring	1.85	2.29	2.06	2.06
Size of N				
Fall	16	17	28	
Spring	32	28	20	

TABLE 12 c
Mean Ratings by Parents of Seven Workshop Activities
Fall 1989 and Spring 1990 Cycles

		Session Number		Item
Item	2	3	4	3-Session Mean
1. Getting information from speakers to help my child				
Fall	2.86	2.64	2.88	2.79
Spring	2.76	2.95	2.68	2.80
2. Getting information about training and careers that might be useful for myself				
Fall	2.55	2.46	2.65	2.55
Spring	2.50	2.85	2.60	2.65
3. Getting things to read				
Fall	2.76	2.70	2.85	2.77
Spring	2.75	2.90	2.44	2.70
4. Asking questions about my own child				
Fall	2.79	2.37	2.56	2.57
Spring	2.78	2.85	2.68	2.77
5. Listening to other parents talk about their children				
Fall	2.85	2.48	2.73	2.69
Spring	2.8	2.75	2.84	2.81
6. Talking with other parents in the small group about our experiences on the "homework"				
Fall	2.65	2.06	2.71	2.47
Spring	2.86	2.71	1.74	1.77
7. Practicing the career planning activities in the small group				
Fall	3.0	2.41	2.76	2.72
Spring	2.78	2.81	2.84	2.81
Session Mean Rating				
Fall	2.78	2.46	2.73	2.65
Spring	2.76	2.83	2.69	2.76
Size of N				
Fall	20	23	16	
Spring	25	21	20	

Ratings of Small Group Processes

Although the mean ratings presented in Table 12 indicate the respondents were overwhelmingly positive regarding all workshop rated items, they were most favorable to three activities, i.e., ". . . information from speakers," ". . . getting things to read," and "practicing career planning activities in the small group." The least favorable rating was given to the category "getting information about training and careers that might be useful for myself."

Table 13 presents the parents' rating of effectiveness of small group activities, largely as a dimension of trainer competence, using a 3-point scale (3 = always, 2 = sometimes, 1 = never). Based on the data provided by respondents, it can be concluded that trainers were perceived as competent in cognitive and affective aspects of small group leadership.

All of the parents at the three sessions felt that the leader offered good suggestions, there was good group feeling, and a high comfort level existed during the small-group activities. High ratings were given to leaders who were perceived to be good listeners and clear explainers, gave everyone a chance to speak, and understood parent concerns.

The average mean for all cycles was 2.76 on a scale of 3.

TABLE 13 a
Parent Mean Ratings of Seven Small Group Processes and Activities at Each Session Fall 1987 and Spring 1988 Cycles

	Session Number			Item 3-Session
Item	2	3	4	Mean
1. Leader listened.				
Fall	3.00	3.00	3.00	3.00
Spring	3.00	2.64	2.89	2.84
2. Leader gave everyone a chance to speak.				
Fall	3.00	2.00	2.85	2.96
Spring	3.00	2.71	2.89	2.87
3. Leader understood parent concerns.				
Fall	3.00	3.00	3.00	3.00
Spring	3.00	2.68	2.88	2.85
4. Leader offered good suggestions.				
Fall	3.00	2.82	3.00	2.94
Spring	2.87	2.68	2.88	2.81
5. There was good group feeling.				
Fall	2.92	3.00	3.00	2.97
Spring	2.96	2.64	2.89	2.83
6. I was comfortable speaking.				
Fall	2.83	2.94	3.00	2.92
Spring	2.91	2.57	3.00	2.82
7. I understood what the leader talked about.				
Fall	2.82	2.82	3.00	2.88
Spring	2.82	2.50	3.00	2.77
Session Mean Rating				
Fall	2.93	2.94	2.97	2.95
Spring	2.94	2.63	2.92	2.83
Size of N				
Fall	15	16	15	
Spring	25	23	21	

TABLE 13 b
Parent Mean Ratings of Seven Small Group Processes and Activities at Each Session
Fall 1988 and Spring 1989 Cycles

	Session Number			Item 3-Session
Item	2	3	4	Mean
1. Leader listened.				
Fall	3.00	2.20	2.60	2.60
Spring	1.96	2.60	3.00	2.51
2. Leader gave everyone a chance to speak.				
Fall	2.71	2.47	2.82	2.66
Spring	2.09	2.91	3.00	2.68
3. Leader understood parent concerns.				
Fall	2.58	2.33	2.64	2.51
Spring	2.09	2.77	2.64	2.53
4. Leader offered good suggestions.				
Fall	2.71	2.46	2.78	2.64
Spring	1.73	2.64	2.79	2.20
5. There was good group feeling.				
Fall	2.58	2.48	2.78	2.40
Spring	1.80	2.64	2.78	2.40
6. I was comfortable speaking.				
Fall	2.71	2.48	2.76	2.64
Spring	2.16	2.82	3.00	2.65
7. I understood what the leader talked about.				
Fall	2.29	2.48	2.52	2.44
Spring	1.46	2.64	2.64	2.42
Session Mean Rating				
Fall	2.65	2.41	2.30	2.56
Spring	1.90	2.72	2.84	2.48
Size of N				
Fall	16	17	28	
Spring	32	28	20	

TABLE 13 c
Parent Mean Ratings of Seven Small Group Processes and Activities at Each Session
Fall 1989 and Spring 1990 Cycles

	Session Number			Item 3-Session
Item	2	3	4	Mean
1. Leader listened.				
Fall	3.00	2.85	2.00	2.95
Spring	2.96	2.95	2.80	2.90
2. Leader gave everyone a chance to speak.				
Fall	3.00	2.71	3.00	2.90
Spring	3.00	2.95	2.70	2.88
3. Leader understood parent concerns.				
Fall	3.00	2.94	3.00	2.98
Spring	2.91	2.86	2.85	2.87
4. Leader offered good suggestions.				
Fall	3.00	2.88	2.88	2.92
Spring	2.83	2.90	2.75	2.83
5. There was good group feeling.				
Fall	2.90	2.87	3.0	2.92
Spring	2.83	2.89	2.68	2.80
6. I was comfortable speaking.				
Fall	2.95	2.43	2.82	2.73
Spring	2.79	2.90	2.84	2.84
7. I understood what the leader talked about.				
Fall	2.95	2.60	2.93	2.83
Spring	3.00	2.85	2.60	2.82
Session Mean Rating				
Fall	2.85	2.75	2.95	2.89
Spring	2.90	2.90	2.75	2.85
Size of N				
Fall	20	16	17	
Spring	24	20	10	

*District 22 omitted because of incomplete data.

Table 14 contains the parent mean ratings of information and skills conveyed at each workshop session, based on a 3-point scale (3 = learned a lot, 2 = learned a little, 1 = did not learn much). Parents felt they had learned the most about what the school does for children with special needs, how to work with other schools to help my child, and ways to do things at home to help children learn about career interests and abilities.

The average mean for all cycles was 2.41 on a scale of 3.

TABLE 14 a
Mean Ratings of Parents' Learning at Each Session for Eight Factors
Fall 1987 and Spring 1988 Cycles

	Session Number			Item 3-Session
Item	2	3	4	Mean
1. What the schools do for students with special needs				
Fall	2.89	2.83	2.92	2.88
Spring	2.83	2.50	2.65	2.66
2. What other organizations do for students with special needs				
Fall	2.80	2.41	2.67	2.65
Spring	2.42	2.37	2.50	2.43
3. Where I can get help for my child or my family when we have problems				
Fall	3.00	2.76	2.92	2.89
Spring	2.56	2.40	2.65	2.54
4. How to work with other parents				
Fall	3.00	2.72	2.75	2.82
Spring	2.74	2.53	2.33	2.53
5. How to work with schools to help my child				
Fall	2.90	3.00	3.00	2.97
Spring	2.75	2.56	2.80	2.70
6. How to work with other organizations to help my child				
Fall	2.80	2.81	2.67	2.76
Spring	2.57	2.44	2.64	2.55
7. Things I can do at home to help my child learn about his or her interests and abilities				
Fall	3.00	2.88	2.92	2.93
Spring	2.32	2.61	2.79	2.57
8. What kind of training is needed for different careers				
Fall	3.00	2.76	2.92	2.89
Spring	2.40	2.65	2.60	2.55
Session Mean Rating				
Fall	2.92	2.77	2.84	2.84
Spring	2.57	2.50	2.62	2.56
Size of N				
Fall	15	16	15	
Spring	25	23	21	

TABLE 14 b
Mean Ratings of Parents' Learning at Each Session for Eight Factors
Fall 1988 and Spring 1989 Cycles

Item	Session Number 2	 3	 4	Item 3-Session Mean
1. What the schools do for students with special needs				
Fall	2.02	1.82	2.20	2.00
Spring	1.80	2.37	1.56	2.20
2. What other organizations do for students with special needs				
Fall	1.33	1.82	2.37	2.18
Spring	1.89	2.20	1.89	2.33
3. Where I can get help for my child or my family when we have problems				
Fall	2.46	2.07	2.06	2.18
Spring	2.02	1.96	1.78	1.91
4. How to work with other parents				
Fall	2.46	1.94	2.06	2.13
Spring	1.89	1.96	2.11	1.98
5. How to work with schools to help my child				
Fall	2.84	1.94	2.46	2.40
Spring	1.73	2.11	2.00	1.93
6. How to work with other organizations to help my child				
Fall	2.71	2.07	2.20	2.31
Spring	1.67	1.93	1.89	1.82
7. Things I can do at home to help my child learn about his or her interests and abilities				
Fall	2.46	2.20	2.46	2.36
Spring	1.67	2.37	1.89	1.56
8. What kind of training is needed for different careers				
Fall	2.29	2.07	2.36	2.22
Spring	1.33	1.96	2.11	1.80
Session Mean Rating				
Fall	2.32	2.22	2.27	2.22
Spring	1.75	2.11	2.03	1.94
Size of N				
Fall	16	17	28	
Spring	32	28	20	

TABLE 14 c
Mean Ratings of Parents' Learning at Each Session for Eight Factors
Fall 1989 and Spring 1990 Cycles

Item	Session Number 2	Session Number 3	Session Number 4	Item 3-Session Mean
1. What the schools do for students with special needs				
Fall	2.46	2.35	2.00	2.27
Spring	2.57	2.65	2.90	2.71
2. What other organizations do for students with special needs				
Fall	2.50	1.88	2.44	2.27
Spring	2.35	2.70	2.60	2.55
3. Where I can get help for my child or my family when we have problems				
Fall	2.46	1.89	2.50	2.28
Spring	2.65	2.62	2.45	2.57
4. How to work with other parents				
Fall	2.59	2.00	2.62	2.40
Spring	2.27	2.68	2.58	2.51
5. How to work with schools to help my child				
Fall	2.40	2.25	2.60	2.42
Spring	2.44	2.65	2.55	2.55
6. How to work with other organizations to help my child				
Fall	2.58	2.06	2.07	2.24
Spring	2.09	2.52	2.58	2.40
7. Things I can do at home to help my child learn about his or her interests and abilities				
Fall	2.70	2.67	2.71	2.69
Spring	2.25	2.86	2.80	2.64
8. What kind of training is needed for different careers				
Fall	2.20	2.32	2.58	2.37
Spring	2.05	2.52	2.65	2.41
Session Mean Rating				
Fall	2.48	2.18	2.44	2.37
Spring	2.33	2.65	2.64	1.54
Size of N				
Fall	20	23	16	
Spring	25	21	20	

Open-ended Comments on Workshop Aspects

When parents were asked to respond to open-ended statements concerning aspects of each workshop they thought best, those that could have been improved, and those where they had questions or needed additional information, they made the following representative comments:

One thing you thought was best about today:

"I know organizations that can give service to parents and children."

"Much information about the rights of special education students."

"The interesting aspect of 'Project Power'."

"How I can play games with my child."

"Talking about what career you'd like to do or would like to be."

"How to help my child know what to do in life."

"Working in small groups"

"The get togetherness"

"The presentation by the Special Education A.P. from the Jr. H.S."

"What your children will do when they get older"

"Staying on schedule"

"small group meetings"

"Information about junior high schools.'

"Telling parents about their choices of junior high school and who they can talk to if they have a problem in getting their child in that school"

"Planning the career exercise to do with your child at home."

"Who to contact when you need help"

"The speakers"

"Talking about mainstreaming"

"Talking in small groups about what our children want to be in life"

"How to work with my child to better her condition"

"I learned where to get after-school tutoring."

"Refreshments"

"Find out what programs are offered by the Board of Education"

"Finding that there are many parents having the same problems with their children"

"I learn new information."

"I learned how to go about getting my daughter back into school"

"I thought about a career for myself."

"How to teach reading through a multi-sensory system"

"Working in small groups"

"The 'picture sort' activity"

"The areas that the guest speakers covered"

"Helping you child pick a career"

"Getting together as a group and learning about each other and our children"

"Learning about the training that the schools provide for careers"

"The homework to do with my child"

"Getting in a small group of parents with a positive attitude"

"How each and every child can be taught and is taught in the mainstream"

"What special education is like in the classroom"

"The school has people who can talk to a child about careers."

"How to help your child learn more in class and out of class"

"Working with the trainers"

"Learning about the disabilities of special education children"

"Everyone was warm and they explained everything to me satisfactorily"

What additional information would you have liked? Do you have any questions you would like to ask?

"What can be done about a child that is seven years old, can't talk, just trying"

"What things to look for when visiting and selecting a junior high school"

"Information about sleep-a-way camp for two weeks, then day care for the balance of the summer"

"Why are our children in special education"

"Comparison of equipment for gifted vs. special ed."

"How I can get my son out of special education"

"Summer help in reading"

"Recreational groups to contact"

"Information about the Committee on Special Education"

"More information about dyslexia"

"Know more about the interests of a child and how I can teach my children or get them interested."

Questions and additional information that you would like:

"Job possibilities for children without diplomas"

"More about high school qualifications"

"To know more about group sessions . . . I know how to get help."

"Motivating my child to read"

"More about mental health sliding fee scale"

"How to help a shy child"

"Jobs for the learning disabled"

One thing that could have been improved in today's meeting:

"The speaker just didn't answer my question enough."

"More challenging group projects"

"Better suggestions concerning our children"

"There should be more parents involved."

"More time in small groups"

"More attention should be given when others speak."

"More parental participation"

"Program needs to be every week"

"Longer meetings"

"More talking with other parents"

"More time for questions"

Many parents wrote comments to express their satisfaction with the sessions, stating that they were "great as is" and "should not be changed in any way." Typical comments made about session positives, as well as unfulfilled needs and suggested changes, reflected parental concerns for their children with handicapping conditions. Most of the time, when negative feelings were mentioned, they reflected parents' thirst for more of what was offered and more time for participation.

C. Trainer Data

1. Trainer Pre-Survey, Fall and Spring Cycles -- These pre-survey forms yielded data concerning the educational and professional backgrounds of trainers, in terms of experience in special education, and work with parents of elementary school age children. Table 15 contains the percentage of trainers from each district included in each self-designated special educational category.

Table 16 contains a breakdown of trainers responses, with regard to experience in non-special education job titles. Some trainers appear in more than one category because both past and present experiences were included.

Table 17 indicates the percentage of trainers who noted they were either working with parents of special education elemenary school age children or in career education programs. On the same page, Table 18 presents data for trainers who work in schools or organizations providing career education to parents and/or students, as well as the degree of contact with other agencies.

It appears from Table 17 that both groups of trainers are experienced as workers with special education parents of elementary school age pupils. On the other hand, both groups of trainers have been somewhat involved in career education programs to a lesser degree.

Table 18, which appears on the same page with Table 17, contains similar percentages on an organizational level by indicating the proportion of trainers who worked in schools or organizations providing career education to parents and/or students, as well as the extent of the organization's contact with other agencies. In addition, trainers from District 29 maintain "contact with other agencies." In the explanatory narrative which accompanied their responses, both groups of trainers indicated that there were few activities which respond to the needs of special education parents for career information, resources, and agencies to assist their children in entering the world of work.

Table 15 Composite
Number and Percentage of Teachers by Special Education Self-Designated etc. All Districts, 1987-1990

Job Title	Number*	%
Assistant Principal	3	1.8
Career Development Coordinator	1	0.6
Crisis Intervention Teacher	6	3.6
Educational Assistant	1	0.6
Educational Associate	1	0.6
Educational Evaluator	4	2.4
English as Second Language Teacher	1	0.6
Family Worker	1	0.6
Guidance Counselor	14	8.4
Health Unit Coordinator	5	3.0
Individual Arts Teacher (S.E)	1	0.6
Math Cluster Teacher	1	0.6
Mental Health Coordinator	1	0.6
Parent	1	0.6
Parents Association Office	8	4.8
Paraprofessional	29	18.0
Psychologist	1	0.6
Remedial Reading Consultant	1	0.6
Resource Room Teacher	2	1.2
Special Education Teacher	35	21.0
Social Worker	3	1.8
Supervisor, Special Education	8	4.8
Teacher Trainer, Special Education	5	3.0
Vocational Education Coordinator	1	0.6
Other; Not Designated	36	20.7
	169	100.0

N = 169

TAble 16 Composite
Trainers with Non-Special Education Experience
All Cycles, 1989-1990

Non-Education

Banker
Beautician
Billing Clerk
Bookkeeper
Campaign Manager
Carpenter
Claims Examiner
Director, After School Program
Director, Day Camp
Graphic Designer
Hospital Care Investigator
Labor Liaison President
Librarian
Library Clerk
Nurses' Aide
Personnel Director
Police Officer
Product Representative
Psychologist
Radio Host
Real Estate Agent
Recreational Facilitator
Social Worker
Store Manager
Waitress

Education - Non Special Education

Art Teacher
College Instructor, Adjunct
Drug Coordinator
Elementary Teacher
Guidance Counselor, Bilingual
Head Teacher
Paraprofessional
Parent Association Officer
President, Community School Board
Principal
Shop Teacher
Teacher Trainer

TABLE 17 a
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Fall 1987 — Districts 12 and 5

Type of Experience	Percentage 12 %	 5 %
P.T.A. President	0.0	8.3
CSB President	0.0	8.3
Director Parent Center	0.0	8.3
Recreational Aide	0.0	0.0
Scoutmaster	0.0	0.0
Elementary Parent/Student Special Education	100.0	75.1

TABLE 18 a
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Fall 1987 -- Districts 12 and 5

Service	Percentage 12 %	 5 %
Career Education -- Students	50.0	37.5
Career Education -- Parents	50.0	37.5
Contact with Other Agencies	0.0	25.0

TABLE 17 b
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Spring 1988 — Districts 3 and 13

Type of Experience	Percentage 3 %	 13 %
P.T.A. President	0.0	0.0
CSB President	0.0	0.0
Director Parent Center	13.3	9.0
Recreational Aide	6.7	0.0
Scoutmaster	0.0	9.0
Elementary Parent/Student Special Education	80.0	82.0

TABLE 18 b
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Spring 1988 — Districts 3 and 13

Service	Percentage 3 %	 13 %
Career Education -- Students	40.0	41.0
Career Education -- Parents	40.0	41.0
Contact with Other Agencies	20.0	18.0

TABLE 17 c
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Fall 1988 — Districts 17 and 29 (Group 1)

	Percentage	
Type of Experience	**17** **%**	**29** **%**
P.T.A. President	0.0	13.3
CSB President/Treasurer	0.0	6.6
Director Parent Center	0.0	6.6
Recreational Aide	7.1	6.6
Scoutmaster	14.2	20.0
Elementary Parent/Student Special Education	78.7	46.9

TABLE 18 c
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Fall 1988 — Districts 17 and 29

	Percentage	
Service	**17** **%**	**29** **%**
Career Education -- Students	78.5	86.6
Career Education -- Parents	71.4	80.0
Contact with Other Agencies	28.5	53.3

TABLE 17 d
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Spring 1989 — Districts 1 and 27

Type of Experience	Percentage 1 %	 27 %
Translator	5.8	0.0
P.T.A. President	0.0	12.5
CSB President	0.0	0.0
V.P. Board of Directors	5.8	0.0
Director Parent Center	0.0	0.0
Tutor	0.0	4.1
Recreational Aide	0.0	4.1
Scoutmaster	0.0	0.0
Suicide Prevention Hotline Counselor	5.8	0.0
Elementary Parent/Student Special Education	82.6	75.2
Sp. Olympics Coordinator	0.0	4.1

TABLE 18 d
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Spring 1988 — Districts 3 and 13

Service	Percentage 3 %	 13 %
Career Education -- Students	70.5	79.1
Career Education -- Parents	76.4	70.8
Contact with Other Agencies	52.9	41.6

TABLE 17 e
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Fall 1989 — Districts 11 and 22

Type of Experience	Percentage 11 %	 22 %
P.T.A. President	7.1	0.0
CSB President	0.0	0.0
Director Parent Center	0.0	0.0
Recreational Aide	7.1	7.1
Scoutmaster	0.0	0.0
Elementary Parent/Student Special Education	92.9	92.9

TABLE 18 e
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Fall 1989 — Districts 11 and 22

Service	Percentage 11 %	 22 %
Career Education -- Students	0.0	0.0
Career Education -- Parents	50.0	21.4
Contact with Other Agencies	27.3	0.0

TABLE 17 f
Percentage of Trainers with Relevant Parent Leadership or Career Education Experience
Spring 1990 — Districts 10 and 32

Type of Experience	Percentage 10 %	 32 %
P.T.A. President	0.0	0.0
CSB President	0.0	0.0
Director Parent Center	0.0	0.0
Recreational Aide	18.7	7.1
Scoutmaster	9.1	0.0
Elementary Parent/Student Special Education	72.2	85.7

TABLE 18 f
Percentage of Trainers Working in Organizations Providing Career Education Services and/or Maintaining Contact with Other Agencies
Fall 1989 — Districts 11 and 22

Service	Percentage 10 %	 32 %
Career Education -- Students	0.0	0.0
Career Education -- Parents	18.2	36.4
Contact with Other Agencies	18.2	45.5

Pre-test mean ratings were obtained from trainers regarding their comfort levels on eight concepts designed to measure knowledge, skills, and attitudes towards working with special education parents on the subject of career education. Table 19 presents the results from trainers' responses to a 4-point, Likert-type rating scale where "l" indicated the most discomfort with the concept and "4" indicated the least.

The mean ratings for the eight concepts together were similar for trainers in all districts. Concepts d, e, f, and g, received the lowest ratings, indicating awareness by trainers that they had factual deficits in career education curriculum, as well as in group leadership process and skills. Trainers showed positive feelings towards the concept of "parents as career educators" and "advocates" for their children. In addition, the data reveal trainers' perceptions reflecting flexibility and adaptability of leadership skills to a special education population.

On an overall basis, the mean ratings for all 8 concepts in toto by trainers were almost identical. When taken into consideration as separate concepts, however, concepts d, f, and g, relating to "having skills to work with parents in large groups," "content knowledge re career education," and "content knowledge re parent advocacy," received the lowest ratings, suggesting that trainers felt the greatest need for training in factual and cognitive areas. The trainers in both groups showed a very positive orientation toward the concept of "parents as career educators of their own children." They also felt it worthwhile to involve parents as career educators of their own children and perceived parents as advocates for their own children.

Tables 19 and 20 Composite
Comparison of Items Included on Both Pre- and Post-Tests
Trainer Mean Ratings of Confort Level with
Workshop Concepts and Processes
Averages of Mean Ratings
All Districts, 1987-90

	Concept	Pre-test	Post-test
a.	Worthwhileness	3.49	3.82
c.	Skills--large groups	3.05	3.13
d.	Skills--one-on-one	3.20	3.52
e.	Sufficient career education knowledge	3.50	3.07
f.	Skills and knowledge to work with Special education parents	2.38	3.01

Average of Mean Ratings for 5 Concepts:

Pre= 3.12
Post = 3.31

TABLE 19 a
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1987 — Districts 12 and 5

	Concept	Mean Rating by District	
		12	5
a.	It is worthwhile to involve parents as career educators of their own children.	3.8	3.6
b.	*Parents should be advocates for their own children.	3.5	3.5
c.	I have the skills to work with parents in small groups.	3.2	3.2
d.	I have the skills to work with parents in large groups.	2.8	3.0
e.	I have the skills to work with parents on a one-one basis.	3.5	3.5
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.7	2.5
g.	*I have the skills and content knowledge to train parents to become advocates for their own children.	3.0	2.7
h.	+I can adapt my skills and knowledge to a special education population.	3.1	3.5
	Mean Rating for 8 Concepts	3.1	3.1
	Mean Rating for 5 Concepts on Post-test form	3.20	3.16

*Not included on the post-test form.

+Reworded on post-test.

TABLE 19 b
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Spring 1988 — Districts 3 and 13

	Concept	Mean Rating by District	
		13	3
a.	It is worthwhile to involve parents as career educators of their own children.	3.9	3.6
b.	*Parents should be advocates for their own children.	3.6	3.7
c.	I have the skills to work with parents in small groups.	3.1	3.3
d.	I have the skills to work with parents in large groups.	2.9	2.9
e.	I have the skills to work with parents on a one-one basis.	3.6	3.7
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.8	2.2
g.	*I have the skills and content knowledge to train parents to become advocates for their own children.	2.8	2.4
h.	+I can adapt my skills and knowledge to a special education population.	3.2	3.5
	Mean Rating for 8 Concepts	3.2	3.1
	Mean Rating for 5 Concepts on Post-test form	3.26	3.14

*Not included on the post-test form.

+Reworded on post-test.

TABLE 19 c
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1988 — Districts 17 and 29

Concept	Mean Rating by District 17	29
a. It is worthwhile to involve parents as career educators of their own children.	2.00	3.33
b. *Parents should be advocates for their own children.	3.67	4.0
c. I have the skills to work with parents in small groups.	1.33	4.0
d. I have the skills to work with parents in large groups.	3.33	3.67
e. I have the skills to work with parents on a one-one basis.	3.33	4.0
f. I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.67	3.33
g. *I have the skills and content knowledge to train parents to become advocates for their own children.	3.33	3.33
h. +I can adapt my skills and knowledge to a special education population.	4.00	3.67
Mean Rating for 8 Concepts	3.00	3.67
Mean Rating for 5 Concepts on Post-test form	2.73	3.67

*Not included on the post-test form.

+Reworded on post-test.

TABLE 19 d
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Spring 1989 — Districts 1 and 27

Concept	Mean Rating by District	
	1	27
a. It is worthwhile to involve parents as career educators of their own children.	3.67	2.67
b. *Parents should be advocates for their own children.	3.67	2.33
c. I have the skills to work with parents in small groups.	3.00	2.00
d. I have the skills to work with parents in large groups.	2.33	1.33
e. I have the skills to work with parents on a one-one basis.	4.00	2.33
f. I possess sufficient content knowledge in the career education area to help train parents as career educators.	1.00	**
g. *I have the skills and content knowledge to train parents to become advocates for their own children.	2.00	1.00
h. +I can adapt my skills and knowledge to a special education population.	3.33	1.33
Mean Rating for 8 Concepts	2.67	1.67
Mean Rating for 5 Concepts on Post-test form	2.80	2.08++

*Not included on the post-test form.

+Reworded on post-test.

**Data on item f for District 27 not clear.

++ 4 items only.

TABLE 19 e
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1989 — Districts 11 and 22

Concept	Mean Rating by District 11	Mean Rating by District 22
a. It is worthwhile to involve parents as career educators of their own children.	3.85	1.93
b. *Parents should be advocates for their own children.	3.64	3.64
c. I have the skills to work with parents in small groups.	3.64	3.36
d. I have the skills to work with parents in large groups.	2.92	3.39
e. I have the skills to work with parents on a one-one basis.	3.69	3.47
f. I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.67	2.57
g. *I have the skills and content knowledge to train parents to become advocates for their own children.	1.92	2.71
h. +I can adapt my skills and knowledge to a special education population.	3.00	3.21
Mean Rating for 8 Concepts	3.14	3.27
Mean Rating for 5 Concepts on Post-test form	3.32	3.32

*Not included on the post-test form.

+Reworded on post-test.

TABLE 19 f
Pre-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Spring 1990 — Districts 10 and 32

	Concept	Mean Rating by District	
		11	22
a.	It is worthwhile to involve parents as career educators of their own children.	3.79	3.58
b.	*Parents should be advocates for their own children.	3.57	3.33
c.	I have the skills to work with parents in small groups.	3.43	3.17
d.	I have the skills to work with parents in large groups.	3.36	3.08
e.	I have the skills to work with parents on a one-one basis.	3.43	3.50
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.43	2.70
g.	*I have the skills and content knowledge to train parents to become advocates for their own children.	2.71	2.64
h.	+I can adapt my skills and knowledge to a special education population.	3.50	3.45
	Mean Rating for 8 Concepts	3.28	3.18
	Mean Rating for 5 Concepts on Post-test form	3.29	3.21

*Not included on the post-test form.

+Reworded on post-test.

2. Trainer Post-Survey, Fall Cycle

The purpose of this survey instrument, Table 20, was to evaluate the impact of training seminars and workshops on trainers' perceptions of their leadership skills, opinions concerning the effectiveness of training, and future plans for conducting similar career development workshops.

Table 20 gives post-test mean ratings to indicate comfort levels on eight concepts following training, involving knowledge, skills, and attitudes toward working on career education with special education parents. Four of the concepts measured on the post-test were identical with those assessed by the pre-test (i.e. worth of involving parents as career educators of their own children; skills to work with parents in small groups, large groups, and one-to-one. When mean ratings on the pre- and post-tests were compared for these four concepts, they were generally higher in favor of the post-test. (See Table 20 for pre-test mean ratings.) Post-test concepts f, g, and h attempted to assess trainers' perceptions of their skills, content knowledge, and experience when utilized with special education parents from mainstream, bicultural, and/or limited English language ability backgrounds.. The lowest mean ratings were obtained from trainers' data in some districts for the concept "experience with a bi-cultural population," and "utilize my experience with parents of special education students who also have limited English language skills." These findings are consistent with the backgrounds of most trainers, who were fluent only in English.

It should be noted from comparing the overall mean ratings of pre-and post-tests that all districts' trainers perceive themselves to be more skillful and knowledgeable in terms of parent leadership and career education as the result of training.

Five of the eight concepts appeared on both the pre- and post-tests. for these five items, on scale of 4, the mean of pre-test averages was 3.12; for post-test averages, it was 3.31. (See Tables 20-21 Composite for detail on specific items.)

TABLE 20 a
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1987 — Districts 12 and 5

	Concept	Mean Rating by District	
		12	5
a.	It is worthwhile to involve parents as career educators of their own children.	4.0	4.0
b.	*I have the skills to work with parents in small groups.	3.6	3.3
c.	I have the skills to work with parents in large groups.	3.6	3.0
d.	I have the skills to work with parents on a one-to-one basis.	3.8	3.6
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.2	3.1
f.	I have the skills and content knowledge to use my experience with parents of a special education population.	3.4	3.2
g.	*I have the skills to utilize my experience with a bi-cultural population.	3.0	2.7
h.	*I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	3.4	2.2
	Mean Rating for 8 Concepts	3.5	3.1
	Mean Rating for 5 Concepts also on Pre-test form	3.6	3.38

*Not included on Pre-test

TABLE 20 b
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Spring 1988 — Districts 3 and 13

Concept	Mean Rating by District	
	3	13
a. It is worthwhile to involve parents as career educators of their own children.	3.6	3.8
b. *I have the skills to work with parents in small groups.	3.5	3.7
c. I have the skills to work with parents in large groups.	3.5	3.4
d. I have the skills to work with parents on a one-to-one basis.	3.5	3.9
e. I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.7	3.3
f. I have the skills and content knowledge to use my experience with parents of a special education population.	3.6	3.7
g. *I have the skills to utilize my experience with a bi-cultural population.	3.4	3.1
h. *I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	3.0	2.9
Mean Rating for 8 Concepts	3.4	3.4
Mean Rating for 5 Concepts also on Pre-test form	3.58	3.62

*Not included on Pre-test

TABLE 20 c
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1988 — Districts 17 and 29

Concept	Mean Rating by District 17	Mean Rating by District 29
a. It is worthwhile to involve parents as career educators of their own children.	4.00	4.00
b. *I have the skills to work with parents in small groups.	4.00	4.00
c. I have the skills to work with parents in large groups.	3.67	4.00
d. I have the skills to work with parents on a one-to-one basis.	3.67	4.00
e. I possess sufficient content knowledge in the career education area to help train parents as career educators.	+	2.67
f. I have the skills and content knowledge to use my experience with parents of a special education population.	1.67	4.00
g. *I have the skills to utilize my experience with a bi-cultural population.	1.67	2.67
h. *I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	+	2.67
Mean Rating for 8 Concepts	3.11**	3.33
Mean Rating for 5 Concepts also on Pre-test form	3.25++	3.73

*Not included on Pre-test form
+Data for District 17 on itmes e and h unclear
**6 items
++4 items

TABLE 20 d
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Spring 1989 — Districts 1 and 27

		Mean Rating by District	
	Concept	1	27
a.	It is worthwhile to involve parents as career educators of their own children.	3.67	3.67
b.	*I have the skills to work with parents in small groups.	2.67	1.67
c.	I have the skills to work with parents in large groups.	2.67	1.00
d.	I have the skills to work with parents on a one-to-one basis.	3.33	2.67
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	2.33	3.00
f.	I have the skills and content knowledge to use my experience with parents of a special education population.	1.33	2.00
g.	*I have the skills to utilize my experience with a bi-cultural population.	1.67	1.33
h.	*I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	1.67	2.00
	Mean Rating for 8 Concepts	2.33	1.67
	Mean Rationg for 5 Concepts also on Pre-test form	2.67	2.47

*Not included on Pre-test form

TABLE 20 e
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Fall 1989 — Districts 11 and 22

		Mean Rating by District	
	Concept	11	22
a.	It is worthwhile to involve parents as career educators of their own children.	4.0	3.42
b.	*I have the skills to work with parents in small groups.	3.82	3.06
c.	I have the skills to work with parents in large groups.	3.10	2.88
d.	I have the skills to work with parents on a one-to-one basis.	3.55	3.06
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.09	2.52
f.	I have the skills and content knowledge to use my experience with parents of a special education population.	3.45	2.70
g.	*I have the skills to utilize my experience with a bi-cultural population.	3.20	2.52
h.	*I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	2.10	2.34
	Mean Rating for 8 Concepts	3.29	2.81
	Mean Rating for 5 Concepts also on Pre-test form	3.44	2.92

*Not included on Pre-test form

TABLE 20 f
Post-Test Trainer Mean Ratings of Comfort Level with Workshop Concepts and Processes
Spring 1989 — Districts 10 and 32

	Concept	Mean Rating by District	
		10	32
a.	It is worthwhile to involve parents as career educators of their own children.	4.0	3.57
b.	*I have the skills to work with parents in small groups.	3.29	3.43
c.	I have the skills to work with parents in large groups.	3.29	3.00
d.	I have the skills to work with parents on a one-to-one basis.	3.36	3.57
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	3.00	3.29
f.	I have the skills and content knowledge to use my experience with parents of a special education population.	3.29	3.71
g.	*I have the skills to utilize my experience with a bi-cultural population.	2.93	3.43
h.	*I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	2.71	3.43
	Mean Rating for 8 Concepts	3.23	3.43
	Mean Rationg for 5 Concepts also on Pre-test form	3.39	3.43

*Not included on Pre-test form

Trainers' Open-ended Responses

When trainers responded to open-ended questions, gave general reactions, and assessed various techniques used in the workshops, the following information was obtained:

(1) As a result of participating in the program what did you learn about yourself as a parent-group leader?

The bulk of this post-survey form was open-ended, providing opportunities for trainers to respond to questions, give general reactions, and assess various techniques used in the parent workshops. The following results were obtained from four questions posed by the survey:

a. As a result of participating in the program what did you learn about yourself as a parent-group leader?

Trainers responded in two ways about self-learning--one, to express confidence in their group leadership skills; the other, to express needs for additional training. Those who focused on the effectiveness of their skills said, for example, "I can work very effectively with parents." "I was able to communicate with parents openly and express myself freely." "As a result of participating in the program I learned as parent-group leader that I was supportive to those parents who were involved. I also learned about my needs being the same as other mothers." "I don't know everything and could use more training." "I learned that many parents are not aware of the values of the Special Education Program; these workshops offered parents information to make them aware of the values and benefits of this program." "I realize the best way to lead is to learn from those you hope to lead." "I had the opportunity to test some of my ideas."

Parent trainers were asked to give their personal/general reaction to the "Training Parent-Trainers as Career Educators" program. The trainers' perception of the program's impact on parents may be summarized as follows.

- All trainers felt it was worthwhile to involve parents as career educators of their own children.

- The majority felt they had the skills to work with parents on a one-to-one basis in small groups as well as in large groups. Most parent-trainers felt they were given sufficient content knowledge in the career education area to help train parents as career educators as well as parents of special education population with limited English language skills. As a result of participating in the program, parent trainers realized their leadership abilities and grew to feel comfortable communicating with parents and professionals. Others felt more knowledgeable about telling parents where to get needed help, but they still needed to have more information for them.

- One trainer stated that listening taught her more about parents and children.

- Another trainer learned there were many other fields where her teaching experience could be utilized. Also "parents can help their children more than we generally think." One trainer said she learned to look deeper into her career goals since she found much orientation and valuable information after attending the workshop. "This series of workshops is the best," she wrote. One trainer found she needed to be more specific in communicating with parents, and in learning the proper application of the skills acquired in the training, she could be more effective in transferring the skills to parents. "I'm a lot more patient than I thought I was."

- Trainers found parents cooperative in group interaction and one-to-one, and as such could adjust to the situation of working with parents in a warm and friendly way. Four trainers stressed the need to practice before working with parents. The debriefing sessions were therefore found invaluable. One trainer stated "it is necessary to hold one's own values in check and allow individuals to freely discuss his/her values."

b. In what way did the program change your ideas about the needs and interests of parents of special education students?

Respondents from all districts incorporated answers to this question in response to the first question. The main idea expressed was that special education parents are like parents of "mainstream" children --they care about their children and want them to have a better life than their own parents. Another theme related to the magnitude of the parent-education task because young people with handicapping conditions need much more information and training in order to realize career satisfaction.

Several trainers indicated they discovered that most parents were very limited in their knowledge of career education for their children; however they thought parents were more concerned than was originally thought. Some trainers stated there had been little change in their ideas about the need of special education students, since they came into the program with an awareness and sensitivity to these parents' needs.

Many trainers realized that parents did not always know how to get information, and were not always apprised of available services, but were willing to learn after they were made aware of requirements for preparing their children for career education.

Trainers felt there was a great need for career training and for special career education to start early. It is necessary, therefore, to have more workshops to train parents how to communicate effectively with their children and to encourage parents to be more active in their children's education at home.

Trainers stated "there is definitely a need for career education as well as a forum for parents to meet and discuss problems and share success stories about their children."

"Parents need to realize their own strengths before they'll be able to help their children." "Parents of special education students have strong desires to be treated like parents of regular education students."

Trainers generally felt that parents need support and guidance as much as or more than some of their children.

c. Other than in the workshops with parents or with the child with whom you practiced the exercises, have you tried any of the career education exercises/activities that were used in the workshops?

Trainers used many of the activities regularly with students, their own children, spouses, parents, colleagues and friends. especially the picture-sorting exercise. Such interaction often unearthed hidden feelings that were never before displayed. The activities gave students an opportunity to raise in-depth questions about various jobs, e.g., who are program analysts? It was suggested that the career pictures could be expanded to include more professions, (maybe those that students come in contact with daily at school). A few trainers reported "no opportunity to try."

d. In what ways has your participation in this program generated plans to use the workshop or related activities with parents, colleagues, students, etc. at your school or organization?

Trainers enthusiastically stated they would continue to use the exercises and incorporate activities into the curriculum. Responses varied from informal comments about using the activities in talking with other parents and regular education teachers to formal statements about including career education in PTA meetings, visiting homes, and at Career Fairs. Some trainers plan to start early in the school year organizing workshops for special education parents in their respective schools.

General Reactions

Further data were generated by the Trainer Post-Survey under the heading GENERAL REACTIONS. The purpose of this part of the post-survey was to measure program effectiveness in four areas:

- strengths and needs for improvement;
- specific techniques (e.g., resource people, small group activities, paired co-trainers);
- most important training aspect of skill building, and
- least important training aspect of skill building.

a. Looking back at the meetings for trainers held before and after the sessions for parents, list the main strengths and areas that need improvement (for example, modeling techniques, debriefing of previous workshops, sharing of trainer experiences, planning and print materials):

All trainers considered the use of modeling techniques as highpoints of the training. In addition, they were enthusiastic about the well-planned and well-organized sessions conducted by competent and knowledgeable project staff members. Other strengths mentioned related to the accepting attitudes and rapport established, which encouraged openness and sharing among participants.

There were mixed reactions to debriefing periods for previous workshop activities; trainers were split with some calling this activity "meaningful," while others thought improvement was needed to make it effective.

b. Describe the ways each of the following techniques or strategies contributed to the overall effectiveness of the parent workshops:

- Presentations of resource people to the large group --Respondents were generally favorable concerning the competence and expertise of the resource people who attended and to the quality of their presentations. Representative positive comments from trainers were that "they enlarged my sense of career possibilities." "These are people to whom parents should be referred." "They are vast resources of career and vocational information." Whenever trainers gave negative feedback about speakers, they mentioned the need for a larger time allotment and the need to remind them "to simplify their vocabulary and their use of educational jargon."

Additional positive statements related to the high quality of printed materials distributed and to the well planned presentations offered.

- Small group activities -- Trainers agreed on the effectiveness of small group activities because it provided opportunities for parents to discuss their concerns, share experiences, practice career development activities they were expected to do as "homework" with their children, and build interpersonal relationships. Typical comments were, "More people were able to speak out." "An idea exchange was generated." "Helped me develop better techniques in working with students/parents who need help." Some trainers commentsed about small group activities conducted in Spanish. These trainers favored bilingual approaches as essential for parents of limited English backgrounds, because it made them "feel welcome." Another comment suggested that an "interpreter was needed for non Spanish-speaking presenters."

- Use of paired co-trainers -- Reactions to this technique was more mixed than for any other activity, probably because "teaming" with another person requires considerable effort, patience, planning, and interpersonal sharing to become effective. Trainers in both districts were highly positive about the learning experience related to co-leadership, although some made qualifying statements concerning unmet needs. "There was cooperation." "Different ideas helped to motivate the group." "I gained respect for another's talents." "Led to enrichment of program."

A few noncommittal or negative reactions were also expressed. For example, trainers said, "At times I wanted to work alone." "It was a strain to work closely with another person." "Need time to practice together."

- Presence of trainer-observers -- This program component seemed to to elicit more controversy than others. The presence of rainer-observers elicited either high praise or negative comments from trainers. Those who felt positive about the presence of trainer-observers indicated that they were, "an additional source of feedback," "They made good criticism: and "knowing that you're being observed by peers makes for better presentation. Those who were strongly opposed indicated that they found it unnerving and sometimes distruptive. "They changed things by being evaluators." Trainers felt observers needed to be trained specific techniques of observation.

- Printed materials given to parents -- All trainers indicated that printed materials provided parents with essential information in writing that could be used currently and referred to later as needed. Representative comments were: "Excellent wealth of information that would otherwise not be available to parents. "Excellent for home practice and reading." "We need more of this much appreciated material." One trainer made a statement which best summarized respondents' reactions: "Materials were abundant and very explicit. The parents found them valuable and so did I. I will keep them all for future reference and for duplication, also."

- Giving reactions at the end of each session -- Most trainers felt this to be a "helpful and effective" way to end sessions. Typical comments were, "It added structure." "It gave good closure." "It provided an excellent summary."

Less positive comments referred to this activity as "uncomfortable," or "awkward." It should be noted that several trainers left this part of the survey blank, even though they responded to everything else on the form.

c. In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

All program components were mentioned by some trainers as the most important for becoming an effective trainer. Some trainers made global statements indicating that "all facets of the program" were essential to good group leadership. Many trainers cited "modeling techniques," "career education information/resources," "co-leadership opportunities," and the practicum experience as program highlights. At least one trainer included "debriefing," "small group activities," "workshop organization," and "having students present when guest speakers appeared" as factors conducive to effective group leadership.

d. In your opinion, what aspect of the program was least effective in developing your skills as a trainer?

Most trainers made comments such as "nothing to change" or "all aspects were good and as important as the next. Small things contribute to the success of larger things." All trainers reported a high degree of satisfaction with the quality, content, organization, and presentation of training. Several trainers made the following suggestions: "There must be more recruitment and involvement of parents -- maybe a buddy system." "More time should be allocated to speakers." "Reduce the amount of material for reading."

In summation trainers stated that time given for planning, debriefing and sharing information helped to open up trainers to communicate, share experiences, and find helpful solutions. Trainers found the activities excellent.

Trainers suggested more time should be allotted for parent-trainer workshops, more time for in-depth coverage of printed materials, and more time spent on explaining other printed materials that would reinforce techniques. Trainers stated that resource people contributed greatly to the overall effectiveness of the parent workshop. Trainers felt they were given access to other resources not readily known to them. Small group activities were productive since communication with peers made it successful for trainers/parents. "Small group activities gave parents a feeling of openness and warmth."

Trainees indicated growth in terms of actual group leadership skills, increased self-confidence as group leaders, and heightened awareness of and sensitivity to special education parents' needs.

Most trainers indicated that they found nothing to change because "everything was necessary" and "all parts helped in their way." In sum, whenever trainers made specific "needs improvement" statements which reflected less than positive feelings, they listed "giving testimony" and "presence of co-trainers" most often.

VI. Formative Evaluation Procedures

Consistent with the guidelines outlined in the original project proposal, several procedures were carried out in order to provide for changes, modifications, and adaptations of program content and process. Staff members held formal and informal staff meetings throughout the year.

Formative evaluation data emerged from diverse and various sources, reflecting through "user feedback" and staff observations regular and ongong "readings" concerning trainer effectiveness and workshop content usefulness and process. Essential and critical aspects of the formative evaluation process were inherent in data from:

A. Parent-End-of-Session Ratings described in detail earlier in this report

B. Parent Verbal reactions elicited during the last five minutes of each workshop and noted by project staff and trainer observers

C. Trainers' Verbal Reactions to workshop content and process, as well as self-assessment of their effectiveness as group leaders determined during and prior to each seminar. As reactions were noted by project staff, they formed an agenda for later discussion which was used to change, adapt, and shape the direction of future workshop sessions

D. Trainer-Observer Guides for Focused Observation developed primarily as a learning device to help observers. These observations, however, provided a rich source of feedback to project staff in the area of parent concerns and perceptions of trainer strengths and weaknesses. For example, many parents expressed their needs for specific and concrete information about special education curriculum, their rights and responsibilities as parents of young people with handicapping conditions, and employment opportunities for their learning disabled, emotionally distressed, physically different, or otherwise handicapped child.

E. Institutionalization was designed as a follow-up which would describe the impact of the workshop experience at the trainers' school site or organization.

Respondents, in general, received technical assistance from project staff as they made efforts to develop one-to-one or group activities to meet the needs of parents, students and colleagues for information. Activities chosen included giving teachers and parents information on how to help articulating students to the Jr. high level adjust to their new environments. Parents meetings also included giving them information on how to prepare their children to go on.

Parents and students were given the opportunity to visit junior high school sites as pre-arranged by trainers along with special education supervisors on summer job information and camp facilities available to youngsters was provided. Verbal feedback from trainers and observation from project staff of post workshop sessions held by trainers in their school indicated the success of the workshops were as a result of training they received during the cycle workshops. Respondents stressed that they had become more insightful and sensitive to the needs of parents and students alike and felt comfortable giving workshops on their own.

F. Project Staff Meetings were held on both formal and informal basis for the purpose of pooling information, discussing pertinent project issues, and making mid-course corrections and changes. Prior to and after each seminar, project staff reviewed the agenda for the day and modified items that were of special significance in a particular district. Thus, several staff meetings dealt with the bilingual concerns in those districts where there is a large Hispanic population. Determining the pros and cons on how best to use resource people at a parent workshop required much analysis and discussion not only among staff but with trainers in the field.

VII. Institutionalization of "Parents as Career Educators" Workshops

Educators who had been trained in a previous project year in the South Central Bronx, have recently run a series of four workshops - with 30 parents attending each of them.

Concurrently in District 1 Manhattan, eight workshops were conducted by trainers while participating in the program. These meetings were conducted before school, since parents could not attend after school because of younger children at home.

District 27 trainers conducted workshops locally for parents who were isolated and could not make the trip to the training center. Trainers organized and conducted the workshops at the conclusion of their training.

A district-wide Exposition in the Spring 1989 brought together all elements impacting on the handicapped school population: community organizations, businesses, career/vocationally-oriented Agencies; and New York State agencies (VESID). Trainers participated in a district-wide Expo which focused on services available to all students including social, health, career and educational.

A project staff member, coordinator of parent training, participated as part of her liaison to Project POWER, the Board of Education Career Development Project. She conducted 20 workshops this year for the Board of Education which wanted to incorporate career education activities into its classrooms. Half of these activities were conducted in school districts new to the program. In addition, this coordinator organized and conducted three Career Fairs at three school sites in Central Harlem.

Parents who participated in the Parents As Career Educators project were given awards by Project POWER at a city-wide ceremony, acknowledging their outstanding participation.

Project staff, spread the effect of the program further by training parents and staff in two special education locations - Manhattan Occupational Training Center for low functioning students and Manhattan School for Career Development. Both of these institutions are part of city-wide programs for special education students, directed by central office staff rather than community school district staff, and would not normally be considered as potential sites to receive training.

VIII. Summary, Conclusions and Recommendations

Data are presented in the intervening and succeeding sections of this Report which validate and support positive aspects of the project's design and implementation. These data taken in totality attest to the exemplary character of this program.

As stated in the Proposal, the major purpose of this training program was to have parents become more involved in the career exploration and selection process of their children with handicapping conditions. This purpose, consistent with legislation, specifically Public Law 94-142, was reinforced by providing parents with opportunities to learn more about career education, to understand their roles with school personnel more clearly, and to develop strategies for helping their children make the transition from the elementary level to junior high school.

Throughout the year of the project's implementation, the goals for parents of children with handicapping conditions were to have them gain:

1. an understanding of career education and its role in their children's lives;
2. information related to their roles in supporting their children's education in school;
3. information, resources and skills to help them enhance their children's career development at home, and
4. information related to their roles in identifying and selecting health-related resources within the community.

The underlying rationale for this project's conceptualization was designed around three basic assumptions pertaining to parents and their role in education. These assumptions are that:

1. Although effective schools care about children, parents care more about their own children.

2. Parents have "rights," which include the right to know about and be involved in their children's educational plan and progress.

3. Parents can be effective teachers who exert significant influence over their children with regard to career planning, career training and entry to the world of work.

It was assumed, therefore, that parents of children with handicapping conditions can be taught to be more effective as activists in the education of their children by assuming roles as child advocate, teacher and model. Based on findings from three years of operation on the elementary level, the project attained its purpose, realized its goals, and validated its assumptions about the efficacy of training parent educators to be more effective career educators for their children with handicapping conditions.

Of much significance was having a special educator from the New York City Public School System assigned to the project. This individual--with more than 20 years of classroom experience, a doctorate, and extensive hands-on experience in working with inner-city populations--made a significant contribution to expanding the impact of the project beyond the parameters outlined in the project proposal. (See also: Institutionalization, supra.)

Specifically, this staff person became our liaison to a newly implemented Board of Education program for special education students on the elementary level, Project POWER. Project POWER, a career education program, had been successfully implemented for five years on the junior high level, with support from Vocational Education Act (VEA) funds.

Project POWER sought to attract community support by providing special resources--personnel as well as equipment--and by using the talents of our own project staff to train additional special educators and parents. Thus, the Parents as Career Educators project was able to reach out to a much wider audience and, to use the vernacular, "get a bigger bang for the buck." The following section describes in greater detail this part of our collaboration with the city school system and gives the flavor of what was done.

Project POWER, an acronym for Preparation and Orientation to Work and Employment Readiness comes under the umbrellas of The Division of Curriculum and Instruction Office of Staff Development of the New York Board of Education. The program provides a range of entrepreneurship opportunities, career development activities infused with lesson plans for staff development, and student employability skills workshops

Career Education, through Project POWER, has evoked tremendous enthusiasm among teachers, students and parents. The following are personal statements as seen through the eyes of a newcomer to Project POWER.

The program should be in every elementary school in NYC. Teachers have asked "Why is Project POWER just coming to my school?"

> Students have "come alive" just talking about career education, participating in trips and sharing their comments and ideas on the subject.
>
> One 5th grader proudly shared with his class the fact that he was a child-model. (He had not shared this information with anyone before.) A well documented portfolio followed the next day with pictures and his sharing information about modeling with his class.
>
> One 6th grade class started a button project and dutifully made over 600 buttons as a community-venture, then sold some of the buttons and accumulated enough money for a bus trip to Pennsylvania.
>
> Written contributions from various classes involved in Career Education through Project POWER are recorded in the recent publication of Volume IV, of "Career Colleges-Leaping the Hurdles Towards a Career," New York City Board of Education.
>
> For some students this has opened up a new self image, with the idea of "I can write, I can achieve." Classroom teacher trainer activities have thus proven most rewarding.
>
> A parent of a special education student described how excited her daughter was about being able to talk about her own future career, that of wanting to be a nurse.
>
> Another parent started her own chocolate "industry" from her home as a result of sitting in on one of her daughter's classroom projects--making chocolate candy.

Says one parent, "Project POWER is great. It helps ambitious parents who want to start their own business and don't know how to find the way. It opens parents' eyes to new ideas."

External parent workshops, held either by project staff of by teachers as a result of our staff training, have proved most successful. Parents have said, "I now know the approach I have been using with my child was wrong. Today I have learned a better way to deal with my child." Parents who consider themselves "shy," found themselves talking, participating in activities and asking questions of concern to them. Parents have become advocates for their children in school matters; at the same time, we have helped parents learn how to assist in their child's career development.

One cannot omit the success of "Career Day" in the Project POWER designated schools, since the activities helped in reaching close to 400 students. One student asked a Metropolitan [illegible] singer who presented in her class, "How can I get to sing like you? I was told I ha[illegible] a good voice, but didn't know that you could train to sing classically." Administrators, principals, teachers, parents, students, and business places have contributed and cooperated in making Project POWER meaningful to elementary school children. They have helped pupils leap the hurdles towards a career.

FIRST YEAR EXTERNAL EVALUATION

Training Parent Educators to Work with Inner-City Parents of Handicapped Elementary School Children: A Cornerstone for Career Development

Prepared by: Rochelle G. Kaplan, Ph.D.

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

June 1988

INTRODUCTION

The purpose of this evaluation is to provide an informal assessment of the impact of the project "Training Parent-Trainers as Career Educators of Elementary School Children with Handicapping Conditions." The assessment was gleaned from individual interviews with a representative sample of parent and parent-trainer program participants.

This program while essentially a replication of earlier successful parent and parent-trainer career education programs for older children was also rather innovative in its current application. The project developers, seeing the need for earlier and earlier intervention with parents of special education youngsters in terms of future planning, decided to bring their parent-trainer career education program to participants at the elementary education level. In order to do this, however, a few shifts in emphasis had to be planned. These included two main program components.

First, the career education orientation was expanded to include a more basic concept of career awareness that would be meaningful to elementary school age children. This meant emphasizing and finding ways for parents to communicate to their youngsters exactly what different jobs entailed. For example, younger children needed to discuss what postal workers, police and secretaries, etc., actually do. At the same time, however, exploration of career choices continued to be the focus of parent workshops so that in effect parent-trainers had to train parents with the dual goal of: 1)having them understand the process of making career choices through workshop activities and 2)being able to adapt these workshop experiences to the level and needs of their elementary school age children. In addition, although always important in this career education training model, the new project demanded an even greater emphasis on the idea that younger children would go through a myriad of shifts in their career choices and that continual exploration, rather than reality-based decision making, should be tolerated and encouraged with these younger children.

Parent-trainers, therefore, had to deal with the program on a new level. At training sessions with parents they had to go through the career exploration activities on an adult level and then convey to parents that their at-home activities were to take a slightly different form--that of factual education rather than self examination. The project leaders, therefore, had to adapt their trainer training sessions to conform to this more complicated model.

The second change again involved a slight shift in emphasis. In dealing with parents who were newer to the special education community, the project developers felt that the parents (and, therefore, the parent-trainers) needed to spend more time learning (or teaching) about the actual programs of special education and about the particular activities children have in special education classes. Therefore, presenters were invited who could demonstrate aspects of the actual programs in which many of their children participated, such as reading, art and movement. The emphasis on parent advocacy which had been a salient concept in previous programs also continued to be stressed.

This time, however, because these parents were newer to special education, more information was provided about legal rights involving special education placement and programs as well as information about how to use community resources to their children's advantage.

ASSESSMENT_OF_PROGRAM_IMPACT_PROCEDURES

Interviews with parent and parent-trainers were conducted at the two final workshop sessions of the spring cycle programs. The interviews were conducted before the session formally began. Outcomes of parent and parent-trainer interviews will be discussed separately.

Evaluation_of_Program_Impact_on_Parents

The evaluator started each interview with some straightforward questions about (1)how the participant came to hear about and chose to join the program (2)what the most important things gained from the program were and (3)any criticisms or suggestions they had for changes in the program. However, in asking these questions to parents, it soon became apparent that there was something special that had been going on and the interviewer left the more standard questioning procedure to follow the direction of the parents' spontaneous comments.

All of the parents interviewed seemed genuinely thrilled about the program. Unlike some parents in other groups who sometimes tended to parrot one another or answer questions in broad general statements of approval, these parents were very specific in their praise of the program and what it had meant to them. Almost universally a sense of peer comraderie was conveyed and even those parents who themselves had serious intellectual limitations tried very hard to express articulately the positive sentiments they had for the program.

Perhaps it was because the program had touched parents whose children were still in elementary school and who still were maximally involved in their children's development and day-to-day lives, this extension of the project seemed to be particularly effective and powerful. As noted, there had been some important changes in content involving more information about special education programs including a session on specific activites that children do in art, reading and movement. Perhaps these changes addressed most directly the parents' needs and so parents could respond very positively. Yet, the program did not focus only on special education issues, but on the way to begin to plan for the future and this seemed to have the effect of simulating a hopeful optimism about their children's potential for a successful life. Most of the parents seemed to express this optimism and some reduction in anxiety about the future for their children and for themselves as well. Before the program they indicated that they felt that there was no place to turn for help and that perhaps there might be no help for them. Now they seemed to begin to be hopeful and more confident in their ability to find out about what their children would need in the years to come and what to do with their own lives. A general sense of parent empowerment was conveyed by what these parents said about the program.

Some verbatim comments of the parents about the issues touched upon in the interviews should give a better flavor of the strong positive attitude conveyed by of the parent participants in this program.

Parent Reactions to the Program

1. Information relating to the use of resources, rights and advocacy:

> o It gave me insight about what special education was really about. Although my daughter was in it, I really didn't understand that much about it. So it answered quite a bit of questions for me. How to get your child in, how to get him out, the different rights that we had as parents and she had as a student.

- I thought I would come and see what I could find out and I did find a lot of help. They gave us some phone numbers that we can dial for help for some information. And I learned a lot of things that handicapped children are eligible for that I didn't know about. A lot of rules and things to go by. I got a better understanding about what is available for handicapped children.

- I plan to visit a couple of the junior high schools to make appointments and bring my daughter with me to find out what is possible so that she can get a greater insight on what the junior high school curriculum is. They can answer some questions that I can't answer for her. I never had a child in special ed before at the junior high school level so I don't know what to say to her on some of these questions that she has.

- I got quite a bit about as far as if you're not satisfied with a certain situation your child is in who you can speak to who you can contact instead of coming and going off with, "My child isn't doing this."

- I plan to be in touch with the people I met here at the points I'm interested in dealing with them.

2. Developing a sense of community vs. previous feelings of isolation:

- I find the program very encouraging by meeting other parents that were, so to speak, in the same boat I was in. We could relate to each other whereas a parent without a child in special education, they wouldn't understand. These parents did and it gave me a sense of comraderie.

- I got to meet a group of people and as parents we're all doing the same thing about it. We have one child with a hearing problem or one with a speech problem or a slow learner and it's all about the same thing. So we like to meet and band together to decide what is going to happen to our child and how they are going to organize things, how they do the process of getting our children in these programs so that we can know more about it.

- I'll tell you the truth. In my situation when I was into the other problems, I felt that I really didn't have anything to be so concerned about. Because, you know, there are some cases I say, "Wow, I wonder if I could have handled that?" My son is what they label LD. Those are areas that he needs help in. It's nothing in comparison to some of the situations that some others are in. We feel very thankful.

- When I hear some of these parents talking about some of the children they have, I feel pretty lucky. Although there are times I feel like I can climb a tree too. So maybe when I think of the other person, I should sort of calm myself down and deal with the situation the way it is or try to help it some way.

3. Career planning and hope for the future:

- For me the best thing was that it gave me a greater insight on her disability and it gave me hope. You know I felt sort of like she didn't have too much of a future, but I feel differently now. That she can accomplish just like anyone else.

- I learned how important it is to discuss the child's future with him and make him understand that there are so many fields open to him and if he is in special education that he wouldn't be held back because of this. There are schools that offer all the trades so they can make something of themselves.

- They told us that if you have a goal not to let things get in the way, to go for it and not to be discouraged. If you don't succeed, try again.

- ...and how to try to open up your child as far as career planning, the way of getting him to think about a career or to get him to want to read. Just how to work more with your child like in the workshops what we did--like in the role playing.

4. Direct effects upon parents:

- At my age I sort of thought that life in terms of accomplishment would be about over, but I feel like I can do as much almost as I could 20 years ago. I'm planning to go back to school to become a chef and what I want to do is specialize in dietary foods because I have a probem with weight. Long range, I'd like to open a restaurant just for dieters. I'd been thinking about it, but now I've made up my mind to do it.

- In terms of myself? In the attitude of patience, not to discourage, to be encouraging, things of that nature.

- I thought maybe it would help my child and he is also improving himself in the school. Also to see if I could learn about my career. I also have a 3-year old and I wanted help about getting a job. We talked about nursing and I want to be a nurse and also a teacher.

- This program was good not only for the kids, but a learning process for the families and the parents. A lot of these parents are shut-in. They don't come outside so a meeting like this, getting together as a group, helps bring themselves out and shine a little better. Like I said, a lot of them haven't been out there in the work field and if they're not, they're homebound or if they're not then they haven't really been out there with group organizations. (This program) gets themselves more involved and be aware of what is going on now.

5. Some thoughts on program expansion:

   - I think it would be nice if they would have a meeting, maybe a midterm or something like that, and then we could bring up our problems that we're having. You know, to help us out.

   - I would like to see these meetings on a once a month basis for all parents, especially if their children are getting ready to graduate and those that want their children to come of out of special education, to find out how to go about it.

   - There should be more programs like this involving our children. There's a lot to learn about our kids because this is our future.

Evaluation of Program Impact on Parent-Trainers

On the whole the parent-trainers seemed to feel that they had gained both some group leadership skills for working with parents and that they had obtained some valuable information about resources for parents to use. The general feeling of trainers interviewed was that they had also gotten some much needed insight into the realities of life for parents of handicapped youngsters and that as a result of this insight, they would be able to deal more sensitively with parents.

As a group, those trainers interviewed demonstrated a clear sense of what use they would be making of their training experience in their own school sites. This evaluator had the distinct impression that the project leaders had made the project goal of developing a cadre of parent-trainer leaders very clear and that participants were getting the needed support for carrying out their independent programs.

Again some direct quotes from the interviews with parent-trainers should present a clear picture of what the experience was like for participants.

Parent-Trainer Reactions to the Program

1. Information component:

- I learned about some new resources that I wasn't aware of before and that was marvelous. I plan to learn even more about these resources.

- I liked the resource presentations. (Before the program,) many times I did not know what resources were available to me so the resource people plus the bibliographies that they gave us were good.

- I learned quite a bit from listening to the different people who came here to speak to the parents, especially the person who told the parents about special education children and their rights. I found this particularly interesting.

- Generally the program has helped me to feel that if I can't get through to the parents, then I can lead them to someone else. What I can do now is to help parents to help themselves. Maybe they need an outside agency to help with the child, with the child's education, whether it's emotional problems or whatever. Then I can work with them to get that help. Now I know where to go.

2. Professional enhancement and development of skills for working with parents:

- One of the hardest parts of my job is working with the parents and I've always had an interest in learning how to work with parents. I've learned a lot from the program. Especially to be more patient with parents. Because all my patience is usally reserved for kids, it helped me to understand them (parents) a little bit more.

- I think I know how to relate to parents a little bit better. I'm more aware of their sensitivities. When I worked with parents before, it wasn't with special education children so the parents had nothing to be so sensitive about.

- The hands on approach was good. We got experience in using the materials ourselves which then enabled us to use them with parents. This in turn helped the parents to be fearless about dealing with their own kids and they came back feeling positive. It's a super program.

- I like the techniques of the warm up exercises that I learned here. I'd like to implement that. In some other things I already come from a background of group work so I have many of those skills for working with groups, but some of the specific techniques I didn't know. The warm up exercise and the career inventory were new things for me.

- The career information was helpful, to know that we can push the parents so that even if they feel their children have a minus compared to the rest of the mainstream children, it's not impossible for them to get into careers also. So it helps us to support the parents.

- The career inventory is very interesting. Through it parents can learn to take their child as an individual and it's something that can work with their kids and just have fun with it. They have to understand that it's not written in stone. It's exploring.

- I have a child in resource room and I am president of the PA. I was seeking a place for parent support. Originally I wanted to be a sitting parent for the Board of Education (when children are being evaluated for special education, there should be a parent there during the discussion). I would like to be there so those parents understand fully what's going on and to see that all their rights are being protected. Now I know more about the red tape that's involved. I already knew that as a parent, but now as a trainer I can take that a little bit further.

- (The program) gave me skills in being a leader.

- The program was helpful to me in the training aspects of how to work with parents. We speak to them one to one for the most part, but when it comes to sharing some sort of information with them as a group and then trying to get them to go out and use it afterwards, that's the most interesting part - to develop that skill.

3. Independent utilization of new skills:

- As a result of this program, I have conducted two workshops myself, following their lead. I conducted it with teachers, teaching them how to include career skills in content areas. I met with them during their regularly scheduled meeting during the school day. I used a number of the strategies and techniques from this program and I used the material they circulated from Open Door and from Project Power. In fact most of my workshop was based on what I got from here.

- I'm trying to put a workshop together now for early June with some of the parents from my school. I've lined up one person already who is willing to come in and do the workshop with me. Most of my kids are physically handicapped. I am going to use one resource that I know of. She's an adaptive physical education teacher. She came here also, but I know her personally. I think that it's important that parents with handicapped kids learn things that they can do with the kid and not be scared that if you let him throw a ball or swing a bat that he's going to break in two. I'd like them to learn that there is adaptive equipment and some of it they can make themselves.

- I hope to put some of these things to use, probably next year, especially in working with the career inventories. I think it's marvelous, the way it's set up and divided is excellent. It helps kids focus on their interests and it's a good point of dicussion. I would use it with the children and I would use it with the parents as well.

- I've talked to some lady who is the president of the PTA and she and I are thinking about running workshops. There is some possiblility for June, but it is more probable for next year.

- The PA route is a little more difficult to run workshops through because of a general lack of cooperation. It's almost like I need to be cloned. But through the parent program at the school I feel that I will be able to put this training to use.

- If an opportunity comes around for others to take this program, I can really say, "Hey, dont' miss that. Get that." And I think at some point at a counselor's meeting I'll say, "Hey, look. This is something that you guys should pick up on." And I'll try it with them. This could be on the agenda for our monthly meetings.

- I didn't want to start a group at work until I got the whole picture. I was thinking of having something in the month of June for those parents who are going to return to the school, to let them know what we are going to do next year, get them started. I thought that would be a good initial thing rather than wait until the fall. This way I won't be stale either.

4. Suggestions, criticims, needs for the future:

   - It's unfortunate that this is only called for special education because I think all education needs it and a lot of kids' parents are told not to sign for special education and some kids who need career counseling so desparately are in regular education. They're not getting it and they're not being focused toward careers.

   - This program was really for elementary. They tell me that they had already had a program for junior high school. I would like to see the materials for older children.

   - I could use more resources in terms of audio-visual aids and I would like to be able to get more resource people to my school. I do have some people to contact, though, because they have given us lists.

- If I could make a comment about something I would change or was surprised at, it was that I didn't realize that we were to provide parents to come here. That was not told before and I felt very pressured to do that. I think that should be told at the very beginning, that part of what you do when you come, that part of your responsibility is to get parents.

- I think this program was very successful. There ought to be more of them. It ought to be publicized a lot more. I think principals could make a great input. And newspapers maybe also. If a lot of people watch TV maybe the news could get into it.

- As a trainer I feel sensitive to the parents and would like to see the program extended. I'd like to see the program almost in a category all by itself, almost mandatory.

- More parents might come by making the initial effort to get them here, by surprising them. Invite them for coffee and cake, a party. They would come for that and then just chat and make it a very informal kind of thing. Once they come, then they will probably keep coming. The problem is to get them here the first ime.

- I think the format of the program was pretty perfect. The only thing that was a problem was time. There isn;t just enough time to do the kinds of things that you would like to do.

SUMMARY

Based on interviews with a sample of the projects' participating parents and parent-trainers, the first year of this career education program at the elementary school level seems to have been enormously successful. The parents feel that they have obtained some very valuable factual information, have developed some useful skills for working with their children, have acquired a more optimistic attitude concerning the future of their children and importantly have begun to feel part of a parent community. Parent-trainers have developed more sensitivity and skill for working with parents, have increased their knowledge of special education resources and seem to be equipped and prepared for working with more parent groups in the future.

SECOND YEAR EXTERNAL EVALUATION

Training Parent Educators to Work with Inner-City Parents of Handicapped Elementary School Children: A Cornerstone for Career Development

Prepared by: Milton J. Gold

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

June 1989
CASE #04-89

162

Introduction

This project has set for itself the goal of preparing trainers for parents of handicapped elementary school children in the area of career education. It also proposed to reach an inner-city and bilingual population. This evaluation has sought information concerning achievement of objectives set forth in the proposal for funding, including:

Knowledge objectives:

- Deeper understanding of parents of handicapped children and the problems they face.
- Understanding of the role of the family in career education.
- Knowledge to help parents organize home activities to develop effective work habits.
- Broader knowledge of occupational information and resources and of community agencies in the field.

Skill objectives:

- Competence in helping parents to understand and communicate with their children.
- Ability to help parents express their feelings and beliefs concerning education in general and career preparation in particular.
- Ability to become active listeners.
- Skill in large and small group process.
- Skill in speaking to large and small groups.
- Competence as advocates for children in special education programs, including formation of, or membership in, self-help groups.

To accomplish its goals, the project formed training groups in two community school districts in New York City in the Fall of 1988 and in two more districts in the Spring of 1989. All four groups were in representative inner city districts with large proportions of low income and non-English speaking inhabitants. In each group, there were ten persons from the school who were preparing to become trainers of parents and ten to fifteen parents. The parents included some who did not speak

English, and interpretation was provided by a few trainers-to-be (hereinafter referred to simply as "trainers") who were bilingual. The "trainers" were a heterogeneous group, including special education teachers and supervisors, guidance counselors, and paraprofessionals who were assisting in special education classes. Parents served a dual purpose--as a medium for the "trainers" to work with in developing the targeted skills, but also as a population from which trainers of other parents might come. In each of the four groups, the "trainers" attended ten sessions, five of them in preparation for, and alternating with, the following five sessions which the parents attended. The sessions included large group presentations, outside speakers, small group discussions, role playing in small groups, and "trainer"-parent dyads. Emphasis was placed on active participation of all persons.

The structure of the program was therefore well planned. The project was well conducted to achieve purposes of mutual understanding among "trainers" and parents; to disseminate informational elements with respect to career education and special education; to develop group process skills, skills for the "trainers" in parent education, and skills for parents in understanding their handicapped children and working with them. Of notable interest was assistance given to both "trainers" and parents in understanding the "system" and navigating one's way within it. All of this was accomplished while accommodating to the characteristics of low income and non-English speaking members of the parent group. More than simply accommodating to their needs, was the development of empathy and skill on the part of "trainers" in working with them.

As part of the internal evaluation, "trainers" and parents were asked to complete pre- and post-project questionnaires which are reported in the internal evaluation. Parents indicated some small differences "pre" and "post" in the direction of increased awareness of career opportunities for handicapped persons, of resources available to parents to help them with their problems, and of understanding of the special education program in the schools. "Trainers" in their open-ended responses attested to increased ability and confidence in communicating with parents and helping them, to enhanced competence as a group leader and counselor, and to broader understanding of both special education and career education. They gave high marks to the project for the organization and conduct of the program, for employment of effective group processes, for presentation of both speakers and materials as resources, and for use of parents as co-trainers.

The project was also committed to implementation of training by individuals who were enrolled in the training program. In this way, the project was foreseeing both a multiplier effect and institutionalization of career education for handicapped elementary school students. The following activities were reported:

- Operation by trainees in a previous project year of a series of four workshops in the South Central Bronx with 30 parents in each of them.
- Conduct by "trainers" while participating in the program of eight workshops in lower Manhattan. These workshops were held in the morning before school for the convenience of participating parents.
- Organization and conduct of workshops by trainers who had just completed their training for parents in Queens who were isolated and could not make the trip to the training center.

Other multiplier activities as well were undertaken by project staff members. The coordinator of the parent program conducted 20 workshops in the current year for teachers who wanted to incorporate career education activities in their classroom. Half of these activities were carried on in school districts new to the program. Project staff also worked with parents in two special education locations--the Manhattan Occupational Training Center for lower functioning students and the Manhattan School for Career Development. The parent coordinator has also been invited to conduct a series of distict-wide workshops for special education teachers in the Fall 1989.

An important source of information for this evaluation was the interviews conducted with "trainers" and parents at the time of the last two sessions of the program. The information that follows is drawn from these interviews.

Data from Interviews

The evaluator interviewed most of the "trainers" and approximately half of the parents who attended the last two sessions of the program. He found a remarkable consensus among the total group on the value of the content and the effectiveness of the process that was employed. A summary of the responses of the participants follows.

1. How did you learn about the project? "Trainers" learned about the project from notices on school bulletin boards, from supervisors in their schools, and from school districts circulars. Parents found out about the proejct from teachers, the parents association, and from friends.

2. Why did you volunteer for the program?

"Trainers" gave a variety of reasons:

- desire to improve skills in working with parents
- interest in career education
- having children in special education who are mainstreamed into one's class
- desire to prepare for career as a parent educator
- lack of staff development offered by Board of Education to special education teachers
- importance of involving parents in students' education
- having friends with children enrolled in special education
- potential value for one's school; "parents are not involved too much; it would help me help them"
- preparation for upward movement in one's own career
- interest in health education since high school
- need of children to develop interest in careers

Parents also reported diverse reasons for joining:

- children of one's own in special education
- conviction that "one has to learn to help children"
- interest in learning more about special education in order to help children
- concern over child's ability to earn living after school years
- desire to get different view of special education

- need to learn about rights of parents of handicapped children
- desire to learn what children are doing in class
- need to help children at home; how to teach them
- need to help children understand

3. What did you learn in the program?

"Trainers" cited improved understanding of parents and their concerns, ways to work with them, information about special education and career education, and group process skills:

Understanding parents:

- parents' concern over stigma attached to label of special education; many parents of handicapped children angry and confused; parents very motivated, excited about career awareness; "parents are missing out on a lot of information, just accept what they are told";
- how to build parents' self esteem
- how parents view the situation and how to present it to children; lack of communication between parent and teacher
- how to communicate with parents

Special education and career education:

- learning from the specializations of other "trainers," each expressing oneself from a different professional perspective
- gaining insight into how the system operates
- finding out how evaluation of students is performed for admission to special education
- learning ways to help parents who are frustrated with their children right now
- learning "that you're not alone with your problems;" others have them, too, and there's help "out there"
- discovering variety of occupations one didn't know about
- developing career awareness
- finding out about opportunities for handicapped youth

- learning how to present different careers
- identifying programs and services available in both special and career education

Personal professional growth:

- how to meet parents and work with them: speaking differently to them, breaking the ice and getting them to "open up"
- how to conduct group meetings
- how to advise parents not to "turn off" their children
- how to talk with children about the future
- how to deal more positively with children in special education
- how to maintain better discipline
- "helped me be less shy and inhibited"

Parents also attested to learnings on the project. First, they said it was important to learn anything that might help one's children. More specifically, they reported the following learnings:

- different ways to work with the system
- different ways to work with one's children
- parents' rights vis-a-vis operation of special education
- how to ask questions of one's children
- techniques to communicate better with children
- reinforcement of what one already knows

4. What did you like about the way the program was conducted?

"Trainers" gave unanimous approval to the conduct of the program. They liked the structure, the level of information presented, the process employed, and the quality of instruction. Some specific comments follow:

- atmosphere: personal, informal, relaxed, conducive to learning; "I was never bored"
- involvement of parents: opportunity for parents to learn about careers and to provide motivation for them, making parents feel secure, parents not treated as inferiors

- facilitation of parent participation: child-sitting services provided; provisions of interpreters for non-English speakers

- content: "things I never knew before," help on why we do things, help in being analytical, opportunity for parents to learn about careers for their handicapped children; review of interest inventories and other diagnstic instruments, knowledge about parent education

- process: implementation with parents of parent education techniques; use of small groups in which parents felt more confident, role playing

- use of outside speakers: "provided information I was totally unaware of," parents didn't see them as apologists for the Board of Education, "the kind of speakers we need--knowledgeable, intelligent, diplomatic persons who can speak to parents without offending them."

- instruction: the project director was "very good--warm, dynamic, an outstanding facilitator with a great guidance background;" "his responses were always on target" "the compassion of instructors and trainers; they don't attack us when we do something wrong,"

Parents had a different perspective on aspects of program conduct which they liked, but their comment were similarly supportive. They liked the "trainers," liked the feeling of not being alone which came from being able to talk with others. Other comments:

Program content:

- first time in a workshop like this where the focus is not on school subjects but on helping children cope when they go out into the world

- liked talking about children

- liked being trained to sit down with children and go over work for tomorrow

- "everyone can talk about problems and how to solve them"

Process:

- translations good; interpreters "fantastic;" attention paid to Hispanics--facilitator makes speakers slow up for them

- resource speakers very good; explain things well; don't use big words; understand everything they say; outside persons can be more objective

- best thing is how everyone treats everyone else; professionals don't look down on you; they care
- when you go to a meeting like this, you open up
- pace is not too fast; enough opportunity to ask questions
- like small groups; they give more opportunity to speak
- way facilitator ask our opinion, how he talks to us
- personal growth: learn from "trainers" and staff how to better myself (upward mobility)

5. Do you feel that the topic of career education is premature for elementary school children?

Of the "trainers" and parents who were interviewed only one parent and one "trainer" believed the topic premature. One "trainer" said, "It's too early because children don't want to work yet; matter of fact, nobody does." More common was the reaction that one has to start early and that the elementary school years are crucial. One "trainer" cited parents' concern about handicapped children and their need to become self-supporting. If the parents are interested, was one response, then the children are.

One parent thought the topic premature but that it was a valid "conversation topic for parents." Other "trainers" disagreed, saying that children had shown their interest in career education, that it was "about making something out of life." They saw it as helping establish goals of the future, and "the earlier, the better."

6. How did you feel about combining parents and "trainer," in the same workshop?

Both parents and "trainers" were uniformly pleased with the "mix" of parents and professionals. Parents said they were quite comfortable, that they enjoyed speaking with teachers. They found teachers "really interested" in their problems and wanting to help. One parent said she felt she was "being tested," but still didn't feel nervous about answering questions.

"Trainers" also reported feeling comfortable in the situation. They enjoyed the opportunity to listen to parents. They said they were trying to offer solutions, or at least to make parents feel better about their situation. They felt it was good for parents to discover that older handicapped children had found jobs. They said that parents saw themselves in a new light, that they opened up more with the project group than they did with the teachers of their children, and that they opened up more with other parents.

Moreover, "trainers" saw the session as helping them as well as the parents. One said it wouldn't be a program without the parents, that the "trainers" were learning how concerned parents are about their children. "Trainers" said they "learned a great deal and were stimulated by parent participation, that they were moved by it," that they picked up ideas from the parents. The program, said one, "increased my ability to talk *with* parents and not above them."

7. Have you been able to share your experience in the project with other persons in your school?

Some, but not most, of the "trainers" reported sharing their project experience. Sharing included talking with other teachers, guidance workers or paraprofessionals. One teacher said her colleagues were "excited" about the program and that her reports had caused other teachers to generate lessons in their classes. Two reported interest of their assistant principals, with one of these supervisors offering a handicapped junior high school student employment in the business he operates during the summer.

Several of the teachers in the project said they had introduced or increased the frequency of career education lessons in their classes.

8. What suggestions do you have for improvement of the program?

Parents had few recommendations other than involving more parents and increasing the length of the program. "Trainers" made a number of suggestions:

- Lengthen the program; don't rush through the agenda but provide more time to respond to parent questions. This recommendation was tempered by a recognition of time limits and a general satisfaction with the facilitator's maintaining the structure of the program and sticking to the agenda.
- Instead of the single "trainer" session before the first combined session, provide two or three preparatory sessions for the "trainers."
- Bring in more parents.

- Secure parent input in planning the program and individual sessions.
- For parent evaluation, design some procedure which does not require writing.
- Bring in representatives of occupations in which parents would be interested.
- Provide a greater listing of resources and agencies for referral so that "trainers" can use these in advising parents.
- KEEP THE PROGRAM GOING.

Conclusion

Interview data support the conclusion that the project is reaching its goal. It has organized and conducted a program which has elicited approval from both the trainers-to-be and the parents who participated. Use of parents as a focus group for trainers facilitated growth in ability to work with a low income population and with non-English speakers as well. This was accomplished while moving toward the direct objective of preparing trainers--among educators and parents alike--in career education for parents of handicapped children in elementary school. At the same time educators (teachers, guidance workers, paraprofessionals) were helped in their plans for upward mobility in their profession, and parents found ideas for upward mobility themselves as they learned about opportunities for their children.

Other specific growth appeared in these areas:

- better understanding by the "trainers" of parents and their concerns
- increased skill of "trainers" in communicating and working with parents
- growth in leadership and group process skills
- assistance to parents in communicating with their children and helping them at home
- knowledge and understanding in the realm of career awareness and education
- understanding of special education and ways to "navigate" the system
- knowledge about and participation in advocacy groups.

THIRD YEAR EXTERNAL EVALUATION

Training Parent Educators to Work with Inner-City Parents of Handicapped Elementary School Children: A Cornerstone for Career Development

Prepared by: Milton J. Gold

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
The Graduate School and University Center
of the City University of New York

June 1990

CASE #05-90

Introduction

The project to train parent educators to work with inner city parents on career education for handicapped elementary school children has now completed its third year, and it has involved professionals and parents in 12 of New York City's 32 school districts. The population it has served has included both English and non-English speaking persons living in typical inner city areas. This evaluation has sought information concerning achievement of objectives set forth in its proposal for funding, including:

Knowledge objectives:

- Deeper understanding of parents of handicapped children and the problems they face.
- Understanding of the role of the family in career education.
- Knowledge to help parents organize home activities to develop effective work habits.
- Broader knowledge of occupational information and resources and of community agencies in the field.

Skill objectives:

- Competence in helping parents to understand and communicate with their children.
- Ability to help parents express their feelings and beliefs concerning education in general and career preparation in particular.
- Ability to become active listeners.
- Skill in large and small group process.
- Skill in speaking to large and small groups.
- Competence as advocates for children in special education programs, including formation of, or membership in, self-help groups.

To accomplish its goals, the project formed training groups in two community school districts in New York City in the Fall of 1988 and in two more districts in the Spring of of each year since 1987. In this way the project has reached twelve school districts. The four groups served in 1989-90 as well were in representative inner city districts with large proportions of low income and non-English speaking inhabitants. In each group, there were ten persons from the school who were preparing to become trainers of parents and ten to fifteen parents. The parents included some who did not speak English, and interpretation was provided by a few trainers-to-be (hereinafter referred to simply as "trainers") who were bilingual. The "trainers" were a heterogeneous group, including special education teachers and supervisors, guidance counselors, and paraprofessionals who were assisting in special education classes. Parents served a dual purpose--as a medium for the "trainers" to work with in developing the targeted skills, but also as a population from which trainers of other parents might come. In each of the four groups, the "trainers" attended ten sessions, five of them in preparation for, and alternating with, the following five sessions which the parents attended. The sessions included large group presentations, outside speakers, small group discussions, role playing in small groups, and "trainer"-parent dyads. Emphasis was placed on active participation of all persons.

This structure presented a viable program. The project was well conducted to achieve purposes of mutual understanding among "trainers" and parents; to disseminate informational elements with respect to career education and special education; to develop group process skills, skills for the "trainers" in parent education, and skills for parents in understanding their handicapped children and working with them. Of notable interest was assistance given to both "trainers" and parents in understanding the "system" and navigating one's way within it. All of this was accomplished while accommodating to the characteristics of low income and non-English speaking members of the parent group. More than simply accommodating to their needs, was the development of empathy and skill on the part of "trainers" in working with them.

As part of the internal evaluation, "trainers" and parents were asked to complete pre- and post-project questionnaires which are reported in the internal evaluation. Parents indicated some small differences "pre" and "post" in the direction of increased awareness of career opportunities for handicapped persons, of resources available to parents to help them with their problems, and of understanding of the special education program in the schools. "Trainers" in their open-ended responses attested to increased ability and confidence in communicating with parents and helping them, to enhanced competence as a group leader and counselor, and to broader understanding of both special education and career education. They gave high marks to the project for the organization and conduct of the program, for employment of effective group processes, for presentation of both speakers and materials as resources, and for use of parents as co-trainers.

The project was also committed to implementation of training by individuals who were enrolled in the training program. In this way, the project was foreseeing both a multiplier effect and institutionalization of career education for handicapped elementary school students. The following activities were reported:

- Operation by trainees in a previous project year of a series of four workshops in the South Central Bronx with 30 parents in each of them.
- Conduct by "trainers" while participating in the program of eight workshops in lower Manhattan. These workshops were held in the morning before school for the convenience of participating parents.
- Organization and conduct of workshops by trainers who had just completed their training for parents in Queens who were isolated and could not make the trip to the training center.

Other multiplier activities as well were undertaken by project staff members. The coordinator of the parent program conducted 20 workshops in the current year for teachers who wanted to incorporate career education activities in their classroom. Half of these activities were carried on in school districts new to the program. Project staff also worked with parents in two special education locations--the Manhattan Occupational Training Center for lower functioning students and the Manhattan School for Career Development. The parent coordinator had also been invited to conduct a series of distict-wide workshops for special education teachers in the Fall 1989.

An important source of information for this evaluation was the interviews conducted with "trainers" and parents at the time of the last two sessions of the program. The information that follows is drawn from these interviews.

Data from Interviews

The evaluator interviewed a sampling of "trainers" and parents who attended the sessions toward the end of the program. He found a remarkable consensus among the total group on the value of the content and the effectiveness of the process that was employed. A summary of the responses of the participants follows.

1. How did you learn about the project? "Trainers" learned about the project from notices on school bulletin boards, from supervisors in their schools, and from school district circulars. Parents found out about the project from teachers, the parents association, and from friends.

2. Why did you volunteer for the program?

"Trainers" gave a variety of reasons:

- interest in career education and desire to learn more about it
- need of children to develop interest in careers
- desire to improve skills in working with parents
- importance of involving parents in students' education
- potential value for one's school; "parents are not involved too much; it would help me help them"
- interest, on part of a district supervisor, of developing a district-wide career education program for special education pupils
- desire to prepare for career as a parent educator
- preparation for upward movement in one's own career

Parents also reported diverse reasons for joining:

- children of one's own in special education
- conviction that "one has to learn to help children"
- interest in learning more about special education in order to help children
- concern over child's ability to earn living after school years
- desire to get different view of special education
- help for one's own child
- learning in general
- need to learn about rights of parents of handicapped children

- desire to learn what children are doing in class
- need to help children at home; how to teach them

3. What did you learn in the program?

"Trainers" cited improved understanding of parents and their concerns, ways to work with them, information about special education and career education, and skills to conduct similar program in their own schools.

Understanding parents

- ways of working with parents
- how to approach parents
- how to listen to parents and be more open with them

Special education and career education

- potential of handicapped persons in world of work: no skill infra dig
- careers open to the handicapped
- information on work skills and attitudes
- occupational values; career education is more than job training
- group counseling with children
- information on career counseling
- process to refer children for evaluation

Organizational and group process skills and attitudes

- group dynamics concepts; how to be a group leader
- how to organize and conduct a parent education/career education program in one's own school
- motivation to engage in career education full time

Parents also attested to learnings in the project. First, they said, they learned ways of helping their own children. Then, they spoke of learnings about operation of the special education program and about careers for their children. Specific learnings follow:

Helping their children

- understanding children; how to deal with children needing special education; having patience with them
- how children can improve; utilizing special education
- what to do with children at home
- teaching children at home
- help from project staff on problems with individual children

Special education and career education

- children's rights in special education
- vocational opportunities for handicapped persons
- agencies with services for the handicapped
- "what special education is all about"
- what children will be doing in junior and senior high schools

Of special interest were parents' statements that participation in the program helped them overcome their feeling of isolation as they talked with parents of other children with special needs. They said, too, that they had learned to help other parents and that they now could assist in conducting a similar career education program for parents of children in special education.

4. What did you like about the way the program was conducted?

"Trainers" commented on the content, structure and people involved in the program. They liked the fact that the program took a positive, not a problem-oriented approach. Other aspects attractive to them were the following:

- the balance of large and small group activities
- dissemination in the large group of basic information and concepts
- opportunity in the small group to test implications and implementation of ideas presented in the large group
- contribution of the outside speakers

- involvement of parents
- the environment where people speak openly without regard to status
- the opportunity to listen to parents' concerns and ideas
- the evaluations at the end of each session
- the sessions for "trainers" prior to joint meetings with parents

Parents mentioned similar positive features, but they added another perspective as well. Some of the things they cited follow:

- use of small group discussion and the opportunity in them to speak freely and feel comfortable
- usefulness of speakers' presentations
- use by project staff and outside speakers of understandable language
- the way project staff explains matters
- the answers staff gives to questions ("helps you a lot"; also, "they talk to you privately")
- mixed groups of professionals and parents
- presence of different types of professionals to help parents understand children's problems and help them overcome them
- o use of interpreters to help non-English speakers

5. What did you think of the outside speakers?

Participants were pleased with the speakers who made presentation. They felt the speakers were well informed. Parents said they were happy to receive the information that was provided. Speakers were complimented for their effectiveness in presenting sophisticated information in laymen's terms.

6. Do you feel the topic of career education is premature for elementary school children?

Parents and "trainers" alike endorsed the idea of beginning career education early. Parents, in particular, felt that children make up their minds early, and that it is necessary to provide them with realistic information in a timely fashion. "Trainers" said part of the problem in special education is getting parents to see how education can help children plan and prepare for careers. Parents said career education could make children more serious about finding out about the future. One comment: "As long as you do it moderately--in the right frame at the right age."

7. How did you feel about combining parents and "trainers" in the same workshop?

Parents and "trainers" alike responded favorably to joint sessions of professionals and parents. "Trainers" claimed insight into working with parents as well as learning what is going on in the community. Parents were pleased with the respect professionals showed them. "Trainers" felt that parents were not afraid to speak in front of more educated persons. Both groups seemed to agree that "parents and teachers working together can come up with very nice ways of handling situations." All in all, there was consensus that combining the groups was "a very good technique."

8. Have you been able to share your experience with other persons in your school?

Some, but not all, "trainers" reported sharing their project experience. Those who shared cited organizing career days in their school, using pictures of vocations given out at project sessions to motivate children, and planning to replicate a project like this one in their school next year. The district special education supervisor who participated said he planned to initiate such a program within his district. Individuals indicated a problem in getting parents to participate. Parents told of their efforts to get more parents to come to the program.

9. What suggestions do you have for improvement of the program?

Participants in general recommended keeping the program as it is. A number of suggestions, however, were made:

- more time for discussion, less for speakers
- more attention to behavior management, especially for emotionally handicapped (you can't teach them if they won't behave)
- just one aim for each session
- involving participants in selecting speakers
- more time: extend to summer; program now ends when participants have developed trust in each other and are ready to reach out

- more attention to possible careers
- ideas to incorporate in Parent Association programs
- meeting every week to reduce gap when meeting in alternate weeks

Conclusion

Interview data support the conclusion that the project is reaching its goal. It has organized and conducted a program which has elicited approval from both the trainers-to-be and the parents who participated. Use of parents as a focus group for trainers facilitated growth in ability to work with a low income population and with non-English speakers as well. This was accomplished while moving toward the direct objective of preparing trainers--among educators and parents alike--in career education for parents of handicapped children in elementary school. At the same time educators (teachers, guidance workers, paraprofessionals) were helped in their plans for upward mobility in their profession, and parents found ideas for upward mobility themselves as they learned about opportunities for their children.

Other specific growth appeared in these areas:

- better understanding by the "trainers" of parents and their concerns
- increased skill of "trainers" in communicating and working with parents
- growth in leadership and group process skills
- assistance to parents in communicating with their children and helping them at home
- knowledge and understanding in the realm of career awareness and education
- understanding of special education and ways to "navigate" the system
- knowledge about and participation in advocacy groups.

APPENDICES

- List of Community Organizations and Resources that Presented at Workshops
- Agendas for Seminars and Workshops
- Internal Evaluation Instruments (English and Spanish)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Manhattan

"PARENTS AS CAREER EDUCATORS" PROJECT

Community Agencies

Harlem Interfaith Counseling Center
Dr. Virginia Flentall, Director
Educational Services
215 West 125th Street
New York, N.Y. 10027
(212) 662-8613
Services: Offers counseling services to pre-adolescent, adolescent and adult mentally impaired.

Brooklyn Mental Health Clinic
Multiservice Treatment Program
Mr. Tom Cracchiola, Director
141 Livingston Street, 15th Floor
Brooklyn, N.Y. 11201
(718) 596-8311
Services: Provides psychiatric evaluation, psychotherapy, medication therapy, crisis intervention, family consultation.

New York State Office of Vocational Rehabilitation
Mr. Michael Wolf
163 West 125th Street, Room 713
New York, N.Y. 10027
(212) 870-4420
Services: State Education Agency for disabled individuals. Provides assessment, counseling, job placement.

Resources for Children with Special Needs
Mr. Miguel Salozar
200 Park Avenue, Suite 816
New York, N.Y. 10003
(212) 677-4650
Services: Referral, Advocacy and support center for parents and professionals searching for programs and services for children from birth -21 with disabilities.

The Door
Mr. Don Shapiro
618 Avenue of the Americas
New York, N.Y. 10011
(212) 691-6161
Services: Provides help to teenagers (12-19) in ALL problems.

(OVER)

"PARENTS AS CAREER EDUCATORS" PROJECT

Community Agencies (CONTINUED)

Police Athletic League
Phipps Center PAL
Mr. Daoud Spencer, Director
259 West 123 Street
New York, N.Y. 10027
(212) 749-1157
Services: Educational; Recreational

Elementary
District 1

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719 2488

COMMUNITY AGENCIES -- MANHATTAN

Association for the Help of Retarded Children (AHRC)
200 Park Avenue South
New York, N.Y. 10003
Attention: Ms. Grossman
Ruby Kornfeld, Dir.
Telephone: 212-254-8203

Services: Free birth multi-service; guardianship; preschool-adult: recreation, employment, respite care

Boy Scouts of America
345 Hudson St.
New York 10014
Attention: Mr. Christopher Trigg
Telephone: 212-242-1100

Services: Recreation programs, summer camp, employment training program

The Childrens Aid Society
105 East 22 St.,
New York, N.Y. 10010
Attention: Mrs. Eulala King
Telephone: 212-949-4800

Services: Counseling

Community Planning Board #3
137 Second Avenue
New York, N.Y. 10003
Attention: Martha Danzinger
Telephone: 212-533-5300

Services: Multiple community support services, referral

Federation of Employment and Guidance Services (FEGS)
62 West 14th Street, 7th floor
New YORK, N.Y. 10011
Attention: Arlene Pedone/John Gonzalez
Telephone: 212-741-7588

Kennedy Child Study Center
151 East 67 Street,
New York, N.Y. 10021
Attention: Mr. Edward Hitchcock
Telephone: 212-988-9500

Services: Serve children from birth to age 21 who have or are suspected of having a developmental disability., pre-school program, infant stimulation, family support services, day programs

Police Athletic League
34-1/2 East 12th Street
New York, N.Y. 10003
Attention: Mr. Fred Gilstein
Telephone: 212-477-9450

Services: Recreation, tutoring, summer camp

Resources for Children with Special Needs
200 Park Avenue South, Suite 816
New York, N.Y. 10003
Attention: Miguel Salazar
Telephone: 212-677-4650

Services: Locates and obtains appropriate programs and services for children with disabilities, including, educational programs, day care and child care services, job training programs, camps and summer programs, family support and respite services, medical and health services.

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642 2942 FAX 212 719 2488

I.S. 115
120 East 184th Street
Bronx, N.Y. 10468
Spring 1990

Community Agencies

Commonwealth for Puerto Rico
Education Program
204 Park Avenue South
New York, N.Y. 10010
212-260-3000
Mrs. Luz Montanez

Services: Referral/counseling services.

Child and Adolescent Out Patient Division of Montefiore Medical Center
111 East 210 Street
Bronx, N.Y. 10467
212-519-3809
Barbara Janes, Director-Public Relations
Angela Phillips, Links Program
Jane Littman, Links Program

VESID
1500 Pelham Parkway South
Bronx, N.Y. 10461
212-931-3500
Leonora Lipka, Director
Ava Diaz

Services: Vocational guidance, evaluations, counseling, job placement, interpreter for the deaf, referral.

Bronx Boys Club
543 East 189th Street
Bronx, N.Y. 0458
212-733-5500
Mr. Jack Thomas, Director

Services: Boys/girls 6-18 after school program, tutoring/homework, summer programs/trips programs.

(OVER)

AHRC (Association for the Help of Retarded Children)
1952 Mayflower Avenue
Bronx, N.Y. 10461
212-792-9810
Gina Martucci, Director

Services; Referral-Speech and Hearing Education and Remediation, Family counseling, mental health day treamtment.

Resources for Children
200 Park Avenue South, Suite 816
New York, N.Y. 10003
212-677-4650
Michael Salazar

Services: Referral and Support for Parents/Professionals involved with Learning Disabilities

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Bronx

"PARENTS AS CAREER EDUCATORS" Project

Community Agencies

Office of Vocational Rehabilitation
Lenora Lipka
1500 Pelham Parkway South
Bronx, N.Y. 10461
(212) 931-3500
Services: Provides testing, training and placement of disabled persons.

Federation Employment Guidance Services (FEGS)
Mr. N. McAuliffe, Director
Mr. P. Ellis, Associate
2432 Grand Concourse
Bronx, N.Y.
(212) 220-8002
Services: Services are provided for handicapped individuals, particularly for those with emotional problems. A five-day a week program.

Giannone
Webster PAL Center
Mr. Oscar Smith, Director
2255 Webster Avenue
Bronx, N.Y. 10457
(212) 364-5744
Services: Recreational

Soundview Mental Health Center-Children's Services
Miss Irma Serrano, Director
2527 Glebe Avenue
Bronx, N.Y. 10461
(212) 904-4484
Services: Psychiatric and psycho-educational evaluations and therapy for children from 2-18 years.

Resources for Children with Special Needs
Mr. Miguel Salozar
200 Park Avenue, Suite 816
New York, N.Y. 10003
(212) 677-4650
Services: Referral, advocacy and support center for parents and professionals searching for programs and services for children from birth -21 with disabilities.

(OVER)

"PARENTS AS CAREER EDUCATORS" Project

Community Agencies (CONTINUED)

Kennedy Child Study Center
Mr. Edward Hitchock
1021 East 178 Street
Bronx, N.Y. 10460

Services: Provides services for children with delayed development also special education pre-school programs, and programs for school age youngsters. Center focuses on foster-care department.

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street New York N.Y. 10036
212 642 2942 FAX 212 719 2488

CSD #32
797 Bushwick Avenue
Brooklyn, N.Y. 11221
Spring 1990

Community Agencies

Flatbush Boys/Girls Club
2245 Bedford Avenue
Brooklyn, N.Y. 11226
718-462-6100
Mrs. Vanesa Sanchez, Director

Services: Recreation, summer day camp. Serves ages 7-17.

VESID
New York State Education Department
111 Livingston Street
Brooklyn, N.Y. 11201
718-834-6544
Danna Mitchell, Director

Services: Vocational Guidance Program, Equals Training, Job Placement Referral

A.H.R.C. (Association for the Help of Retarded Children)
160 South 2nd Street
Brooklyn, N.Y. 11211
718-782-4308
718-272-4011
Mr. James Kozlowski, Director

Services: Day Treatment

Brooklyn Center for Psychotherapy
300 Flatbush Avenue
Brooklyn, N.Y. 11217
718-622-2000
Mark Solomon, Director

Services: 4 yrs K-adults. Psychiatric and Psychological Evaluations, Guidance/Group/Family Therapy, Referral

(OVER)

Resources for Children with Special Needs
200 Park Avenue South, Suite 816
New York, N.Y. 10003
212-677-4650
Michael Salazar

Services: Referral and Support for Parents/Professionals involved with Learning Disabilities

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642 2942 FAX 212 719 2488

Elementary

COMMUNITY AGENCIES — QUEENS
DISTRICT #27

Association for the Help of Retarded Children (AHRC)
200 Park Avenue South
New York, N.Y. 10003
Attention: Ms. Grossman
Telephone: 212-254-8203

Services: **Free birth multi-service; guardianship; preschool-adult: recreation, employment**

Association for Neurologically Impaired/Brain Injured Children (ANIBIC)
212-12 26th Avenue
Bayside, N.Y. 11360
Attention: Gina Lombardi
Telephone: 718-423-9550

Services: **Counseling programs, tutoring, summer camp, speech and language therapy**

Boy Scouts of America
345 Hudson Street
New York, N.Y.
Attention: Mr. Christopher Trigg
Telephone: 212-242-1100

Services: **Recreation programs, summer camp, employment training program**

Builders for Family and Youth
120-09 141 Street
Ozone Park, N.Y. 11436
Attention: Dolores Tibbits
Telephone: 718-738-2500

Services: **Youth programs, counseling, respite programs, tutoring, summer camp**

COMMUNITY AGENCIES — QUEENS
DISTRICT #27

Long Island Consultation Center
97-29 64 Road
Forest Hills, N.Y. 11374
Attention: Robert Moteki, Director/Mrs. Mary Cawley
Telephone: 718-896-3400

Services: **Remedial education, psychological/educational counseling therapy for children and adults.**

Queens Child Guidance Center
115-15 Sutphin Blvd.
Jamaica, N.Y. 11434
Attention: Susan Breckenridge, Administrator
Telephone: 718-669-4000

Services: **Parent and child counseling services**

Queens Community Mental Health
82-68 164th Street
Jamaica, N.Y. 11432
Attention: Ms. Shirley Wallis
Telephone: 718-990-3571

Services: **Psychometric evaluation and psychotherapy, medication therapy, crisis intervention, family consultation**

Resources for Children with Special Needs
200 Park Avenue South, Suite 816
New York, N.Y. 10003
Attention: Miguel Salazar
Telephone: 212-677-4650

Services: **Referral, parent support, Summer camps**

The Graduate School and University Center
of The City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
212 642-2942 FAX 212 719-2488

Elementary

COMMUNITY AGENCIES -- QUEENS
DISTRICT #29

Association for the Help of Retarded Children (AHRC)
200 Park Avenue South
New York, N.Y. 10003
Attention: Linda Lessen, Director
Telephone: 212-254-8203

Services: Free birth multi-service; guardianship; preschool-adult: recreation, employment

Association for Neurologically Impaired/Brain Injured Children (ANIBIC)
212-12 26th Avenue
Bayside, N.Y. 11360
Attention: Larry Grubler
Telephone: 718-423-9550

Services: Counseling programs, tutoring, summer camp, speech and language therapy

Brooklyn Mental Health Clinic
Multi Service Treatment Program
145 Livingston Street, 15th floor
Brooklyn, N.Y. 11201
Attention: Tom Cracchiola, Director
Telephone: 718-596-8311

Services: Psychometric evaluation and psychotherapy, medication therapy, crisis intervention, family consultation.

Community Board 13--Queens
219-41 Jamaica Avenue
Queens Village, N.Y. 11428
Attention: Miss Susan Noreika, Chairperson
Telephone: 718-464-9700

Services: Youth programs, summer youth employment programs, site selection for schools, coordinates local services with city agencies

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Elementary
1987-88

Training Parents as Career Educators

Agenda
(Seminar #1)

1. Overview of Program
   (See program abstract, framework of a workshop, training calendar.)

2. Recruitment of parents
   Letters of invitation: English/Spanish
   Flyers: English/Spanish
   Parents return form

3. Recruitment of students in Jr. High School who have had jobs. . . how they made the transition to junior high school and how their educational experiences are affecting their career goals.
   (For workshop Number 1--see checklist of questions.)

4. Trainer Survey
   (To be completed by next meeting.)

5. Trainer personnel-information form

6. Project Staff
   David Katz: (212) 221-3574
   Roslyn Fisher: (212) 840-7997
   Marcianne Harriotti: (212) 221-3574

Elementary

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

PARENTS AS CAREER EDUCATORS

First Workshop

INSTRUCTIONS FOR SMALL-GROUP ACTIVITIES:

STEP I: Interview of parents in dyads. (5 minutes)

Set of questions that parents can use during the five minute interview:

1. What is your name?
2. Are you working or have you worked?
3. What kind of work do you or did you do?
4. What is your child's name?
5. How old is your child?
6. What school is he/she going to?
7. What would you like to get out of these meetings?

STEP II: Parents will introduce each other to the group using the information from the interview. (15 minutes)

STEP III: CAREER INVENTORY

Purpose:

- To help your child to start thinking about work.
- To help your child prepare for his/her future education and training.
- To help your child develop a clear idea of:
    - what work is all about
    - what kind of work he/she is interested in
    - What education and training he/she needs for his/her career.

STEP IV: Brief oral evaluation
Questions to be asked during evaluation (end of small session)

- What new things did you learn?
- How can you use this new information to help your child?
- Is there anything new that you would like to add?
- Is there anything you would like to continue with?
- Is there anything that you did not like?

Elementary

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

PARENTS AS CAREER EDUCATORS

CAREER INVENTORY

Trainer Guide

Why the career inventory is important to parents.

1. Parents need to find out how and what their children are thinking about when deciding about a career in order to provide support and guidance.
2. The workshops with parents will provide them with information and skills in order to help their children be better prepared to answer the questions on the inventory form.
3. Usually, the better prepared a child is to answer these questions, the easier it will be for him/her to prepare for a career.

Elementary

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

PARENTS AS CAREER EDUCATORS

Workshop #1

WORKING AGENDA

THEME: CAREER INVENTORY: IDENTIFYING EXPRESSED VOCATIONAL ASPIRATIONS.

AIMS: To identify parents concerns and problems regarding their children's occupational future.

To make parents aware of the factors involved in making career choices.

To demonstrate skills the parents can use with their children in developing career choices.

OUTCOMES: Parents will know how to use the career inventory for their children.

Parents will be able to identify issues and concerns regarding their children's occupational future.

Activities

Preliminary Activity
3:20 - 3:40 p.m.

Parents sign the attendance sheet and receive stipend.

Refreshments

Large Group
3:40 - 3:45 p.m.

Project staff introduce trainers.

Overview of the program.

Large Group
3:45 - 4:00 p.m.

Special Education Students
A panel of special education students who are working will:

- describe their part-time or summer job.
- tell how they obtained the job.
- identify those who helped.
- tell what they are learning about being a worker.

(continued on other side)

Small Groups
4:00 - 4:45 p.m.

Warm-up, parents meet in dyads and then introduce their partner to other group members.

Career Inventory
Trainers will explain the purpose of the career inventory as a way of identifying career interests.

Parents will go through the process of completing their own inventory. Trainers will give explanations and help parents explore implications of their answers.

Trainers will distribute inventories and explain how parents are to use the inventory as an at-home assignment with their children and give some general directions on how best to do this.

4:45 - 5:05 p.m.

Parents evaluate the session. (See questions on "Instructions for small group activities"--Step IV.)

Trainers hand out pre-survey form and explain how to fill it out at home. (Emphasize purpose of survey: to improve program and that it is not a test.)

(Parents who are unable to complete survey may do it at home and return form at next meeting.)

Large Group
5:05 - 5:15 p.m.

Recap of the session.

Reminder of date for next session.

Reminder to return survey.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Elementary

Training Parents As Career Educators

AGENDA

Seminar #2

1. Debrief parent workshop #1
   - special education students
   - introductory phase of small group
   - doing the career inventory
   - what did trainers learn about parents
   - were there any surprises
2. Working agenda for parent workshop #2
   - Large-group activity -- Parent-Community Liaison Program
   - Small-group activity (Trainer guide for debriefing career inventory with parents.)
3. Parent recruitment -- each trainer bring 2-3 parents.
4. Reminder of next parent workshop.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Training Parents As Career Educators

Workshop #2

Working Agenda

THEME: PROVIDING SERVICES TO CHILDREN WITH SPECIAL NEEDS: THE ROLE OF THE SCHOOL

AIMS: To provide parents with information about the educational and legal rights and services for children with special needs.

To make parents aware of how special education is organized on the elementary level.

To provide parents with approaches for securing school services.

To make parents aware of how their children make career choices and the reasons for making the selections. (Debrief how parents used career inventory with their children.)

OUTCOMES: Parents will be able to identify several services the school is providing children with special needs e.g. School Based Support Team (SBST); Committee on Special Education (CSE); Resource Room, Bilingual Assistance.

Preliminary Activity
3:20 - 3:40 p.m.

Parents sign attendance sheet, receive stipend; and turn in parent survey form.

Refreshments.

Trainers encourage parents to talk to resource people informally.

Resource people: Parent-Community Liaison Program

(OVER)

Large Group
3:40 - 4:20

Introduction of resource people. Presenters will focus on parent concerns regarding their children with special needs,e.g.

- How are students selected to receive services?
- How long do children remain in special education?
- How does the school measure how well the child is doing in special education?
- What are the standards for leaving the special education program?
- How are childen placed in classes (e.g., MIS I, MIS II, etc.)?
- What is mainstreaming?
- What is resource room?
- What is the role of the School Based Support Team?
- Parent advocacy role
- Questions and Answers.

Samll Groups
4:25 - 5:10 p.m.

Trainers debrief parent-child home assignment on career inventory using the questions on attached debriefing guide

Trainers will conduct a brief oral evaluation (five minutes) and then distribute and explain the session evaluation form (to be returned at next meeting if not completed at this meeting).

Reassemble in large group
5:15 - 5:30 p.m.

Closing remarks and parent/trainer reaction to meeting.

Reminder to return evaluation form.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

ELEMENTARY

PARENTS AS CAREER EDUCATORS

Guide for Career Inventory Debriefing

Set of questions to use during the debriefing:

Career Choices:

- Tell us what happened during the interview?
- When and where did the interview take place?
- What career choices did your child make?
- How do you feel about your child's choices?
- Do your child's choices match his or her abilities? Explain.
- What can you do to help your child learn about careers?

Roadblocks:

For question #1.

- How did your child answer?
- Did you offer any suggestions? What did you say?
- The next time, would you say it differently? How?

For question #2.

- What was your reaction to your child's answer? Why?

For question #3.

- Do you agree or disagree with your child's answer? Why?
- Where would you go for more information?

General Questions:

- Do you feel that your child is on the right track in becoming more aware of careers? Why?

- What help do you need to assist your child in exploring different jobs?

- How can you work with the school to help your child?

- Who in your family, the school and the community can help you and your child along his/her career path?

- How will you go about taking the next step?

87-88
Elementary

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

PARENTS AS CAREER EDUCATORS

Workshop #3

WORKING AGENDA

THEME: ROLE OF THE CLASSROOM TEACHER IN HELPING CHILDREN WITH SPECIAL NEEDS.

AIMS: To demonstrate techniques that parents can use to improve their child's basic skills - Language Arts, Math, Mobility.

To make parents aware of how basic skills are related to career development.

To inform parents how the classroom teacher responds to the special needs of children in selected curriculum areas.

OUTCOMES: Parents will have a clearer understanding of how the classroom teacher helps children with special needs develop a repertoire of basic skills.

Parents will be able to use a modified vocational card sort activity as a means of helping their children identify further career interests and abilities.

ACTIVITIES

Preliminary Activity
3:20-3:40

Parents sign attendance sheet and receive stipend.

Refreshments

Parents talk to resource people informally.

Resource people: Project Staff, Teacher-trainers

Large Group
3:40 - 4:15

Presentation by resource people will focus on:

- overview of special education at the elementary level, and how the teacher responds to the specific needs of children in selected curriculum areas.
- techniques that parents of children with special needs can use to improve their child's basic skills.
- how basic skills are related to career development.

Small Groups
4:20 - 5:10

Picture Sort Activity

- Collect evaluations of previous workshop.
- Each parent will be given a set of 20 pictures with job titles (English/Spanish).
- Parents will be asked to look over all pictures and separate them into two groups--one group will consist of jobs that are of interest to them, the others will be those that don't interest them.
- Then parents will be asked to select two jobs from their interest group that appeal to them most of all.
- For these two jobs, parents will discuss what is involved in doing the job, why these jobs interest them, and the skills and abilities needed.

Homework Preparation

- Parents will be instructed on how to use these cards with their children and to report at the next session on how their children responded.
- Oral evaluation of the session.

Questions to be asked during evaluation:

- What new things did you learn?
- How can you use this new information to help your child?
- Is there anything new you would like to add?
- Is there anything you would like to continue with?
- Is there anything you did not like?

- Take home evaluation (to be returned at next meeting if not completed at this meeting).

Large Group
5:15 - 5:30

Questions and Answers.
Announcements
Reminder - Next Parent Workshop

PARENTS AS CAREER EDUCATORS

Trainer Guide for Picture Sort

1. Give general overview of the activity using the "Career Inventory" as a guide; e.g., columns 2 and 3 - 1) reasons for choice and 2) what do people do on the job?

2. In doing the picture sort, trainers are to encourage interaction among the parents. See working agenda for steps.

3. Guide parents in comparing their choices in the career inventory with those made in the picture sort.

   How are they the same?

   How are they different?

   What are you beginning to learn about your interests?

   What skills and abilities are needed?

   How would you go about finding our more information?

4. Preparation for homework.

   To help parents do the exercise at home with their children:

   - Have parents form dyads.
   - Have parents assume the role of a child, the role of the parent. Parents will practice each role for 5 minutes.
   - Trainer will move around to observe interaction.
   - After ten minutes, have the group talk about the experience. Encourage parents to make suggestions on how they will do it at home.

   Additional homework activity:

   - Parents can ask their children to talk about things they do or might want to do at school that relate to the interests and abilities associated with their career choices.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Elementary

PARENTS AS CAREER EDUCATORS

Workshop #4

WORKING AGENDA

THEME: SPECIAL EDUCATION AT THE INTERMEDIATE/JUNIOR HIGH SCHOOL LEVEL.

AIMS: To provide parents with an overview of Intermediate/Junior high school special education programs with a focus on pre-vocational activities.

To make parents aware of how they can help their children explore values related to career development.

OUTCOMES: Parents will be able to identify pre-vocational activities at the Intermediate/Junior high school level that provide introductory training for students with special needs.

Parents will become aware of guidance and support services at the IS/Jr. high school level.

Parents will be able to assess their own values related to career choices.

Parents will be able to help their children identify some career related values.

Activities

Prelminiary Activity
3:20 - 3:40

Parents sign attendance sheet and receive stipend.

Refreshments

Parents talk to resource people informally.

Resource people: Assistant to Principals of IS/Jr. high school special education programs; and personnel from special education programs.

Large Group 3:40 - 4:10	Presentation by resource people will focus on: o overview of special education at IS/Jr. high school level o pre-vocational curriculum. o career guidance and support services (e.g., vocational assessment, selecting a high school, summer work opportunities).
Small Groups 4:15 - 4:30	Collect evaluation of previous workshop. Debrief picture-sort homework assignment. (Elicit how children related interests/abilities to things they do or might want to do at school).
4:30 - 5:00	Value Exercise o Follow steps in Trainer Guide for Values Exercise (see attached). o Parents are to relate responses to their job choice on the career inventory in workshop #1 and/or Picture Sort. o Parents are to describe how they are going to do the exercise with their children. (Parents may want to compare their responses with those of their children.)
5:00 - 5:15	Trainers will conduct a brief oral evaluation of the session and then distribute the session evaluation forms to be returned at next meeting (completed at this meeting if time permits). Questions and Answers.
Reassemble in Large Group 5:15 - 5:30 p.m.	Closing remarks Reminder to return evaluation form Reminder of next session (community agencies and distribution of certificates).

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

VALUES EXERCISE
(Parents)

Most people who work would like to have a steady job and earn enough money to make a living. In addition, people want other satisfactions on a job. These will differ among people.

To discover the things that you would like on a job, check those items on the following list that are important to you. There are no right or wrong answers.

1. ____little danger in doing my job
2. ____high risk in doing my job
3. ____not too many worries
4. ____work with friendly people
5. ____work alone

6. ____have a boss who likes me
7. ____help others with their problems
8. ____receive exact directions
9. ____work with people like myself
10. ____tell other workers what to do

11. ____be in charge of a job
12. ____make decisions
13. ____hire and fire people
14. ____plan my own hours
15. ____be my own boss
16. ____be able to move up
17. ____organize work in my own way
18. ____involves hard physical work
19. ____work with people I can trust
20. ____have little or no pressure

21. ____work in a quiet place
22. ____be able to get help when I need it
23. ____learn new things all the time
24. ____keep my hands clean
25. ____work in an office

26. ____work in a factory
27. ____make more money even if I don't like the job
28. ____a very secure job even if it means less money
29. ____job does not interfere with family life
30. ____have a boss I respect

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

"WHAT MATTERS TO ME"
(Children)

When you think about having a job, what would be important to you?

1. _____little danger in doing my job

2. _____work alone

3. _____help others with their problems

4. _____tell other workers what to do

5. _____plan my own hours

6. _____be my own boss

7. _____involves hard physical work

8. _____work in a quiet place

9. _____be able to get help when I need it

10. _____keep my hands clean

11. _____make more money even if I don't like the job

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

ELEMENTARY

PARENTS AS CAREER EDUCATORS

Workshop #5

WORKING AGENDA

THEME: TRAINING AND SUPPORT SERVICE NETWORK: COMMUNITY AGENCIES FOR THOSE WITH SPECIAL NEEDS.

AIMS: To make parents aware of community resources available to help their children: educational/tutorial programs, recreation programs, mental health support services.

OUTCOMES: Parents will be able to identify and learn how to use community resources.

Activities

Preliminary Activity
3:20 - 3:35

Parents sign attendance sheet and receive stipend.

Refreshments

Trainers encourage parents to talk to resource people informally.

Resource people: representatives from community organizations (Aspira, Puerto Rican Forum, The Door, UPA, OVR. . . ?)

Large Group
3:35 - 4:05

Introduction of community organization representatives.

Presenters will focus on:
- what services their agency provides
- where it is located/hours/fees
- how a parent or child obtains services
- how they provide for bilingual families

Large Group
4:20 - 4:40

Collect evaluation of previous workshop
Distribution of Certificate awards

4:40 - 5:10 Post-survey evaluation

5:10 - 5:30 Reactions to workshops

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

Meeting #5

FOR PARENTS and TRAINERS

Questions to ask panelists (agency people).

Tutoring

- who are the tutors
- what subjects are covered in tutoring
- are there any fees
- are there any transportation arrangements
- what provisions are made for LD kids

Mental Health/Physical Health

- what is a counseling session like
- how is the family involved

Recreation/Camping (after school and summer)

- who are the leaders
- what activities are offered
- what facilities do you use
- are there weekend activities
- are there any fees or scholarships available

1990
Elementary
Parent
Pre-Survey

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PARENTS AS CAREER EDUCATORS: PRE-SURVEY

So that we can make this program better, we need to know about some of the things parents do and think. This is a long questionnaire about some of the things you do and think about children, schools, and careers.

Try to answer question. Read it carefully, but quickly. Show your answer by putting a check (✓) in the space that best describes you. We have asked for your name and for your child's school so that we can tell how you feel now and at the end of the program. Your answers are confidential and no one will see them except program staff.

The questions are about your child who is in special education. Even though you may have more than one child, try to answer the questions with that child in mind. Thank you.

1. Please decide if you think this statement is TRUE or FALSE. If you don't know check the last column. Please put a check (✓) in the column to show your answer.

	FALSE	TRUE	DON'T KNOW
If I am not happy with my child's special education program, I should speak to the teacher or special education supervisor immediately.			
The law says that the school must provide special programs for children with special needs.			
The school does not have to reevaluate my child's special needs after he/she leaves elementary school.			
Children with special needs should wait until high school before they think about a career.			
Students' career choices are strongly influenced by their interests and abilities.			
Some students who are in special education in elementary school return to regular classes when they get older.			
Having family members talk about their jobs is a good way for children to learn about the world of work.			
In every local community there usually are organizations that can help children with special needs.			
A child with special needs can stay in school until age 21.			
Parents always know what job is best for their child.			

2. Read each item and check (✓) whether you do it OFTEN, SOMETIMES, NOT OFTEN, or if you PLAN TO do it in the future. Keep in mind your child with a disability.

	I DO IT OFTEN	I DO IT SOMETIMES	I DO IT NOT OFTEN	I PLAN TO DO IT
Work with school people to plan my child's IEP.				
Go to the school's parent meetings.				
Make suggestions about special help my child should have.				
Go to community organizations to get help for my child.				
Try to learn about what special rights my child has because of his or her disability.				
Show my child books and magazines about careers.				
Try to get my child to tell me about what she or he likes or is good at.				
Speak with other parents of children with special needs.				
Think about the kind of job that my child could do when he or she finishes school.				
Try to learn what the junior high school has to offer my child.				

3. In this section we want to know what you believe about certain things. Put a check (✓) in the column to show if you DISAGREE with the statement, or if you AGREE with it.

	DISAGREE	AGREE
A special education student should be thinking about careers while he/she is still in elementary school.		
Work habits (attendance, neatness and being on time) developed in elementary school are important in a child's career development.		
My child will probably never be able to get a job because of his/her disability.		
Parents should allow the school to make the decision about what career a child should enter.		
Since elementary school children often change their minds about what they would like to do when they grow up, a parent should wait until high school before discussing careers.		
It is a waste of time to talk about careers with elementary school children who are in special education.		
Because of his or her disability, my child needs special help from the school.		
Once a child decides on a career he/she should stick to it and not change his/her mind.		
Friends and family are an excellent source for developng career awareness.		
What a person likes should be considered in the career he/she chooses.		
Because of my child's special problems, there are only a few careers open to him or her.		
In helping a child plan for a career, the parent should take into account the child's interests and strengths.		

4. Please use a check (✓) in the column to show how each of these statements applies to you.

	NO	YES
I agree with what the school says is my child's disability.		
I have been thinking about changing careers for myself.		
I have been thinking about going back to school.		
I am currently working outside my home.		
I am currently a student.		
I am active in one or more community organizations (such as PTA, church groups, advocacy groups, etc.)		

5. How many other children 21 years old or younger do you have living at home?

Write in a number: _____

6. Compare to your other children, check to show how much of a problem your child in special education has been:

___Much more of a problem ___About the same problem ___Less of a problem

7. What is the name or number of the school your special education child attends? Write in the name or number: ______________________________

8. What specific disability does your child have? ______________________________

9. Please write in your name? ______________________________

Thank you for filling out this questionnaire.

1988 - 89
Elementary
Parent

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PARENTS AS CAREER EDUCATORS: END OF PROGRAM SURVEY

We would like to know about some of the things you do and think. We would also like to know how you feel about the program and if there are new things you learned.

The questions are about your child who is in special education. Even though you may have more than one child, try to answer the questions with that child in mind. Thank you.

1. Please decide if you think this statement is TRUE or FALSE. If you don't know check the last column. Please put a check (✓) in the column to show your answer.

	FALSE	TRUE	DON'T KNOW
If I am not happy with my child's special education program, I should speak to the teacher or special education supervisor immediately.			
The law says that the school must provide special programs for children with special needs.			
The school does not have to reevaluate my child's special needs after he/she leaves elementary school.			
Children with special needs should wait until high school before they think about a career.			
Students' career choices are strongly influenced by their interests and abilities.			
Some students who are in special education in elementary school return to regular classes when they get older.			
Having family members talk about their jobs is a good way for children to learn about the world of work.			
In every local community there usually are organizations that can help children with special needs.			
A child with special needs can stay in school until age 21.			
Parents always know what job is best for their child.			

2. In this question we are interested in how often you do each of the things on the list. Read each item and check (✓) whether you do it OFTEN, SOMETIMES, NOT OFTEN, or if you PLAN TO do it in the future. Keep in mind your child with a disability.

	I DO IT OFTEN	I DO IT SOMETIMES	I DO IT NOT OFTEN	I PLAN TO DO IT
Work with school people to plan my child's IEP.				
Go to the school's parent meetings.				
Make suggestions about special help my child should have.				
Go to community organizations to get help for my child.				
Try to learn about what special rights my child has because of his or her disability.				
Show my child books and magazines about careers.				
Try to get my child to tell me about what she or he likes or is good at.				
Speak with other parents of children with special needs.				
Think about the kind of job that my child could do when he or she finishes school.				
Try to learn what the junior high school has to offer my child.				

3. Please use a check (✓) to show how useful you found each of the things we did or talked about. Your check (✓) will show us what was not very useful, a little useful, or very useful to you.

THINGS WE DID:	NOT VERY USEFUL	A LITTLE USEFUL	VERY USEFUL
Getting information from the speakers to help my child.			
Getting information about training and careers that might be useful for myself.			
Getting things to read.			
Asking questions about my own child.			
Listening to other parents talk about their children.			
Talking with other parents in the small group about our experiences on the "homework."			
Practicing the career development activities in the small group.			

4. In this question we want to know what you believe about certain things. Put a check (✓) in the column to show if you DISAGREE with the statement, or if you AGREE with it.

	DISAGREE	AGREE
A special education student should be thinking about careers while he/she is still in elementary school.		
Work habits (attendance, neatness and being on time) developed in elementary school are important in a child's career development.		
My child will probably never be able to get a job because of his/her disability.		
Parents should allow the school to make the decision about what career a child should enter.		
Since elementary school children often change their minds about what they would like to do when they grow up, a parent should wait until high school before discussing careers.		
It is a waste of time to talk about careers with elementary school children who are in special education.		
Because of his or her disability, my child needs special help from the school.		
Once a child decides on a career he/she should stick to it and not change his/her mind.		
Friends and family are an excellent source for developng career awareness.		
What a person likes should be considered in the career he/she chooses.		
Because of my child's special problems, there are only a few careers open to him or her.		
In helping a child plan for a career, the parent should take into account the child's interests and strengths.		

5. Please use a check (✓) to show how each of these statements applies to you.

	NO	YES
I would recommend this program to another parent.		
This program showed me there are people and organizations in the community who can help my child.		
Because of this program, I am more familiar with what intermediate and junior high school programs have to offer in special education.		
I tried some of the activities with my child.		
I contacted organizations that sent people to the meetings.		
I am better able to help my child think about a career because of this program.		
I agree with what the school says is my child's disability.		
I have been thinking about changing careers for myself.		
I have been thinking about going back to school.		
I am currently working outside my home.		
I am currently a student.		
I am active in one or more community organizations (such as PTA, church groups, advocacy groups, etc.)		

OVER

6. What new thing did you learn about your child through this program?

7. What is your child's disability?

8. If you had to describe your child in one word, what would it be?

9. Would you like to continue these meetings?

10. What else would you like to learn about?

11. Please write in your name: ______________________________

1987-88
Pre-Encuesta
Elemental
Para Padres

CASE Institute for Research and Development in Occupationnal Education
Graduate School and University Center
City University of New York

Padres como educadores ocupacionales: Pre-encuesta

Para mejorar nuestro programa, necesitamos saber algunas de las cosas que los padres hacen y piensan. Este es un cuestionario acerca de las cosas que ustedes hacen y piensan acerca de los niños, las escuelas y ocupaciones. Trate de contestar cada pregunta. Léala cuidadosamente, pero con rapidez. Indique su respuesta con una marquita (√) en el espacio que mejor describe a usted. Hemos pedido su nombre y por el nombre de la escuela de su niño/a para así poder estar al tanto de cómo se siente usted ahora y al final del programa. Sus respuestas son confidenciales y no serán vistas por nadie, excepto el personal del programa.

Las preguntas son acerca de su niño/a en educación especial. Aunque usted tenga más de un niño/a, trate de contestar las preguntas con su niño/a de educación especial en mente. Muchas gracias.

1. Por favor indique si usted cree que está declaración es CIERTA o FALSA, Si usted no sabe marque la última columna. Por favor ponga una marquita (√) en la columna para indicar us respuesta.

	FALSO	CIERTO	NO SE
Si no estoy contento/a con el programa de educación especial de mi hijo/a, debo hablar con el maestro o el supervisor de educación especial inmediatamente.			
La ley indica que la escuela tiene que proveer programas de educación especial para niños con necesidades especiales.			
La escuela no tiene que re-evaluar las necesidades especiales de mi hijo/a después que el/ella sale de la escuela elemental.			
Ninos con necesidades especiales deberían esperar hasta la escuela superior para pensar acerca de una ocupación.			
Las selecciones ocupacionales de los estudiantes son grandemente influenciadas por sus intereses y habilidades			
Algunos estudiantes que están en clases de educación especial en la escuela elemental, regresan a clases regulares cuando se hacen mayores.			
El escuchar miembros de la familia hablar acerca de sus trabajos es una buena forma para que los niños aprendan acerca de los diferentes trabajos que existen.			
En cada comunidad por lo regular hay organizaciones que pueden ayudar a niños con necesidades especiales.			
Un niño/a con necesidades especiales puede estar en la escuela hasta los 21 años.			
Los padres siempre saben que trabajos son los mejores para sus ninos.			

2. Lea cada oración e indique (√) si usted lo hace A MENUDO, ALGUNAS VECES, POCAS VECES, o si PLANEA hacerlo en el futuro. Tenga en mente su niño/a con impedimentos.

	LO HAGO A MENUDO	LO HAGO ALGUNAS VECES	LO HAGO POCAS VECES	PLANEO HACERLO
Trabajo con el personal de la escuela para planear el programa individual educativo de mi hijo/a.				
Voy a las reuniones de padres de la escuela.				
Hago sugerencias de ayuda especial que mi hijo/a debe recibir.				
Voy a las organizaciones de la comunidad a conseguir ayuda para mi hijo/a.				
Trato de averiguar que derechos especiales tiene mi hijo/a por su impedimento.				
Muestro a mi hijo/a libros y revistas acerca de ocupaciones.				
Trato de que mi niño/a me diga lo que le gusta, o en que cosas sobresale.				
Hablo con otros padres con ninos con necesidades especiales.				
Pienso acerca del tipo de trabajo que mi hijo/a pueda hacer cuando termine la escuela.				
Trato de averiguar lo que la escuela intermedia le puede ofrecer a mi niño/a.				

3. En esta sección queremos saber lo que usted cree acerca de ciertas cosas. Marque (√) la columna apropiada para indicar si usted NO ÉSTA DE ACUERDO o si esta DE ACUERDO.

	NO ESTOY DE ACUERDO	ESTOY DE ACUERDO
El estudiante de educación especial debe de estar pensando acerca de una ocupación mientras esté en la escuela elemental.		
Habitos de trabajo (asistencia, apariencia y puntualidad) desarollados en la escuela elemental son importantes en el desarollo ocupacional de un niño/a.		
Mi hijo/a provablemente nunca podrá tener un trabajo debido a su necesidad especial. (impedimento)		
Los padres deben permitir a la escuela a hacer decisiones en cuanto a que oficio el nino/la nina debe aprender.		
Como los niños de escuela elemental cambian de opinión a menudo acerca de lo que ellos quisieran ser cuando crescan, los padres deben esperar hasta la escuela superior para discutir oficios o ocupaciones.		
Es una perdida de tiempo hablar acerca de oficios con niños de escuela elemental que están en educación especial.		
Debido a sus impedimentos, mi hijo/a necesita ayuda especial de escuela.		
Una vez que un niño/a se decide por cierto oficio, el o ella debe mantener esa decisión, y no cambiar de opinión.		
Amigos y parientes son recursos excelentes para desarollar conocimientos de trabajo.		
Lo que le gusta a una persona debe de considerarse en la ocupación que el/ella escoje.		
Debido a los problemas especiales de mi hijo/a, hay solo algunas ocupaciones disponibles para el/ella.		
Para ayudar un nino/a a planear una carrera, los padres deben tomar en consideración los intereses y habilidades del nino/a.		

4. Por favor indique con una marquita (✓) en la columna para indicar como estas declaraciones aplican a usted.

	NO	SI
Estoy de acuerdo con lo que la escuela dice que es la necesidad especial (empedimento) de mi hijo/a.		
He estado pensando en cambiar mi ocupación.		
He estado pensando en regresar a la escuela.		
Estoy presentemente trabajando fuera de mi hogar.		
Presentemente soy un estudiante.		
Estoy activo/a en una o mas organizaciones comunales (tal como la Asociación de Padres y Maestros, la iglesia, grupos de apoyo, etc.)		

5. Cuantos ninos menores de 21 anos viven con usted en su casa? Escriba el número. ____________

6. Comparado a sus otros hijos, indique (✓) en que forma su hijo/a ha tenido problemas en educación especial.

- ______ Un problema mayor.
- ______ El mismo tipo de problema.
- ______ Un problema menor.

7. Cual es el nombre o número de la escuela de su niño/a? Escribalo aqui: ____________________

____.

8. Que impedimento (necesidad especial) tiene su hijo/a? ______________________________.

9. Por favor escriba su nombre:

____

Gracias por llenar este cuestionario.

1987-88
Fin del Programa
Elemental
Para Padres

CASE Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

Padres como educadores ocupacionales: Fin del Programa

Para mejorar nuestro programa, necesitamos saber algunas de las cosas que los padres hacen y piensan. ste es un cuestionario acerca de las cosas que ustedes hacen y piensan acerca de los niños, las escuelas ocupaciones. Trate de contestar cada pregunta. Léala cuidadosamente, pero con rapidez. Indique su respuesta con una marquita (✓) en el espacio que mejor describe a usted. Hemos pedido su nombre y por l nombre de la escuela de su niño/a para así poder estar al tanto de como se siente usted ahora y al inal del programa. Sus respuestas son confidenciales y no serán vistas por nadie, excepto el personal del programa.

as preguntas son acerca de su niño/a en educación especial. Aunque usted tenga más de un niño/a, rate de contestar las preguntas con su nino/a de educación especial en mente. Muchas gracias.

. Por favor indique si usted cree que esta declaracion es CIERTA o FALSO, Si usted no sabe marque la última columna. Por favor ponga una marquita (✓) en la columna para indicar su respuesta.

	FALSO	CIERTO	NO SE
Si no estoy contento/a con el programa de educación especial de mi hijo/a, debo hablar con el maestro o el supervisor de educación especial inmediatamente.			
La ley indica que la escuela tiene que proveer programas de educación especial para niños con necesidades especiales.			
La escuela no tiene que re-evaluar las necesidades especiales de mi hijo/a después que el/ella sale de la escuela elemental.			
Ninos con necesidades especiales deberían esperar hasta la escuela superior para pensar acerca de una ocupación.			
Las selecciones ocupacionales de los estudiantes son grandemente influenciadas por sus intereses y habilidades			
Algunos estudiantes que están en clases de educación especial en la escuela elemental, regresan a clases regulares cuando se hacen mayores.			
El escuchar miembros de la familia hablar acerca de sus trabajos es una buena forma para que los niños aprendan acerca de los diferentes trabajos que existen.			
En cada comunidad por lo regular hay organizaciones que pueden ayundar a niños con necesidades especiales.			
Un niño/a con necesidades especiales puede estar en la escuela hasta los 21 años.			
Los padres siempre saben que trabajos son los mejores para sus ninos.			

2. Lea cada oración e indique (✓) si usted lo hace A MENUDO, ALGUNAS VECES, POCAS VECES, o si PLANEA hacerlo en el futuro. Tenga en mente su niño/a con impedimentos.

	LO HAGO A MENUDO	LO HAGO ALGUNAS VECES	LO HAGO POCAS VECES	PLANEO HACERLO
Trabajo con el personal de la escuela para planear el programa individual educativo de mi hijo/a.				
Voy a las reuniones de padres de la escuela.				
Hajo sugerencias de ayuda especial que mi hijo/a debe recibir.				
Trato de averiguar que derechos especiales tiene mi hijo/a por su impedimento.				
Muestro a mi hijo/a libros y revistas acerca de ocupaciones.				
Trato de que mi niño/a me diga lo que gusta, o en que cosas sobresale.				
Hablo con otros padres con ninos con necesidades especiales.				
Pienso acerca del tipo de trabajo que mi hijo/a pueda hacer cuando termine la escuela.				
Trato de averiguar lo que la escuela intermedia le puede ofrecer a mi nino/a.				

5. Por favor indique con una marquita (✓) lo útil que Ud. hayó cada una de los cosas que hizimos o de que hablamos. Su marquita (✓) nos indicará lo que no fué útil, un poco útil, o muy útil.

COSAS QUE HIZIMOS:	NO MUY ÚTIL	UN POCO ÚTIL	MUY ÚTIL
Obteniendo información de los conferenciantes para ayudar a mi niño.			
Obteniendo información acerca de entrenamiento y carreras que puede ser útil para mi.			
Obteniendo material para leer.			
Haciendo preguntas acerca de mi propio niño.			
Escuchando a otros padres hablar de sus niños.			
Hablando con otros padres en el grupo pequeno acerca de nuestras experiencias con el "trabajo de la casa."			
Practicar las actividades de desarollo de carreras en el grupo pequeño.			

4. Con esta pregunta queremos saber lo que Ud. cree acerca de ciertas cosas. Ponga una marquita (✓) en la columna para indicar si Ud. NO ESTA DE ACUERDO con la declaración, o si Ud. ESTÁ DE ACUERDO.

	NO ESTOY DE ACUERDO	ESTOY DE ACUERDO
Un estudiante de educación especial debe de estar pensando en una carrera mientras el/ella está en la escuela elemental.		
Hábitos de trabajo (asistencia, limpieza y puntualidad) desarollados en la escuela elemental son importantes en el desarollo de carreras del niño/a.		
Mi nino/a provablemente nunca podrá tener un trabajo debido a su incapacidad.		
Los padres deben permitir que la escuela haga la decisión de que carrera el niño/la nina debe entrenarse.		
Como los niños de escuela elemental a menudo cambian de padecer acerca de lo que ellos quieren ser cuando crescan, los padres deben esperar hasta la escuela superior para discutir carreras.		
Es un perdida de tiempo el hablar acerca de carreras con ninos de escuela elemental que estan en educación especial.		
Por su incapacidad, mi nino/a necesita ayuda especial de la escuela.		
Una vez que el niño/la niña decide en una carrera el/ella no debe cambiar de opinión.		
Amigos y la familia son buenos recursos para desarollar conocimientos de carreras.		
Lo que a una persona le gusta debe considerarse en la carrera que el/ella escoge.		
Por que los problemas especiales de mi niño/a hay solo pocas carreras disponibles para el/ella.		
Para ayudar un niño/a planear una carrera, los padres deben tener en cuenta los intereses y los puntos fuertes del niño/a.		

Por favor use una marquita (✓) para indicar cual de estas declaraciones aplica a Ud.

	NO	SI
Recomendaría este programa a otros padres.		
Este programa me demostró que hay gente y organizaciones en la comunidad que pueden ayudar a mi niño/a.		
Por este programa, estoy más familiarizado/a con lo que las escuelas intermedias ofrecen en educacion especial.		
Traté algunas de las actividades con mi niño/a.		
Me puso en contacto con organizaciones que enviaron representantes a nuestras reuniones.		
Puedo ayudar más a mi hijo/a a pensar en una carrera debido a este programa.		
Estoy de acuerdo con lo que dice el personal de la escuela es la incapacidad de mi hijo/a.		
He estado considerando cambiar mi ocupación.		
He estado pensando en regresar a la escuela.		
Estoy presentemente trabajando fuera de casa.		
Soy presentemente un estudiante.		
Estoy activo/a en una o más organización comunal (como la Asociación de Padres, grupos de la iglesia, grupo de apoyo, etc.)		

6. Que cosas nuevas averiguó Ud. de su nino/a a travez de este programa?

. Cuál es la incapacidad de su niño/a?

8. Si Ud. tuviera que describir su niño/a con una palabra, que palabra seria?

9. Le gustaria Ud. continúar estas reuniones?

0. Que otras cosas le gustaría aprender?

1. Por favor escriba su nombre: ____

1990

Elementary
Trainer
Pre-Survey

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Trainer Pre-Survey

To assess how well this program is meeting its goals, we need to systematically collect some information now, and at the end of training, about you and the agency (school/organization) you represent. We would appreciate it if you would fill out this Survey as completely as possible.

Please try to be specific and detailed; you may wish to write on the back of pages, or on other paper if you need more space. Be assured that your responses will be treated confidentially and used only to assess program effectiveness. Thank you for your cooperation.

NAME: ____________________

YOUR JOB TITLE: ____________________

SCHOOL OR ORGANIZATION: ____________________

Professional Background

Teaching Experience

Special Education:

Job title(s)	Category of disability and ages served	Number of years
____________	____________	____________
____________	____________	____________
____________	____________	____________

Non-special education:

Job title(s)	Subjects or grade levels	Number of years
____________	____________	____________
____________	____________	____________
____________	____________	____________

Non-teaching Work Experience

Job title(s)	Type of business or population served	Number of years
____________	____________	____________
____________	____________	____________
____________	____________	____________

Volunteer Work Experience

Job title(s)	Population served	Number of years
____________	____________	____________
____________	____________	____________
____________	____________	____________

PROJECT - RELATED EXPERIENCE

The following set of questions is about your personal experiences with the populations to which the "Training Parent-Trainers as Career Educators" project is addressed.

1. Have you had any experience in working with special education students of elementary school age? ___No ___Yes; If yes, please describe and also indicate any other relevant experience that you may have had with handicapped youth of any age group:

2. Have you had any experience in working with other students of elementary school age? ___No ___Yes; If yes, please describe:

3. Have you had any experience in providing career education? ___No ___Yes; If yes, please describe:

4. Have you had any experience in working with parents of elementary school-age youth? ____No ____Yes; if yes, please describe and indicate whether this was on a one-to-one, small group, or other basis:

5. In general, please rate how comfortable you personally feel at the present time with the concepts specified in each of the following statements:

Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1

a.	It is worthwhile to involve parents as career educators of their own children.	a.	4	3	2	1
b.	Parents should be advocates for their own children.	b.	4	3	2	1
c.	I have the skills to work with parents in small groups.	c.	4	3	2	1
d.	I have the skills to work with parents in large groups.	d.	4	3	2	1
e.	I have the skills to work with parents on a one-to-one basis.	e.	4	3	2	1
f.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	f.	4	3	2	1
g.	I have the skills and content knowledge to train parents to become advocates for their own children.	g.	4	3	2	1
	I can adapt my skills and knowledge to a special education population.	h.	4	3	2	1

ORGANIZATIONAL INVOLVEMENT

The final set of questions deals with some of the activities your school and organization is involved in at the present time.

1. Currently, to the best of your knowledge, what (if any) career education activities for special education students is your school or organization involved in at the present time?

2. Currently, what career education activities, if any, is your school or organization engaged in:

   - for general parent groups?

   - specifically for parents of special education students?

3. To the best of your knowledge, describe your current relationship and involvement with:

   - Parents and/or parent associations.

   - Community organizations

- Advocacy organizations

- Educational or training organizations in the community

4. As a representative of a school or community organization, what would you like to do for students with special needs or their parents with respect to career education?

THANK YOU FOR COMPLETING THIS FORM.

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PARENTS AS CAREER EDUCATORS
Post-training Followup Survey

Now that the "Parents as Career Educators" program has been over for several months, we are interested in learning about the impat of your experience on your own school or organization. To allow you the greatest possible leeway in describing these experiences, we are asking several open-ended questions. Please answer each with as many specific details, anecdotes, and illustrations as necessary to convey the flavor of your activities. We would appreciate it if you would include any information that you think is relevant to improving the program. Use the backs of the pages if you need additional space.

If any of the questions, are not applicable to you, please indicate this for each non-applicable item.

Name: ______________________________

Your job title: ______________________________

School or organization: ______________________________

EFFECTS ON PARENTS AND STUDENTS

1. As a result of the training program, have you had any individual or group contacts with parents and/or students? If so, how was this contact different from before the program began (include increase in the number of parents or students seeing you and/or changes in the type of information or service they are seeking)?

2. If you have trained a parent group, please describe any attempts these parents have made to meet together again in pairs or small groups after your program ended.

3. As a group, have your parents participants undertaken or plan to undertake any activities to further either the education of their children or their own involvement in school affairs. If so, describe them.

4. To the best of your knowledge as a result of participation in the program, have any of your parents made a change:

   - o In their own educational plans/activities (e.g., taken a course, enrolled in school)?

   - o In their own career/occupational plans/activities (e.g., changed or considered changing jobs).

   - o In their involvement with other community organizations that work with people with special needs?

   - o In their involvement with school staff and/or administrators?

5. Have you become aware of any chages in the attitudes or behaviors of students of the parents who participated that you would attribute to the program?

6. If you have trained a group other than parents (e.g., students, co-workers) using any of the career education exercises, please specify with whom you tried the activities and their effect on group participants.

7. What are your plans for forming and training career activity groups in the future?

ORGANIZATIONAL OUTCOMES

1. As a result of you participation in the "Parents as Career Educators" program, has there been any increase or change in career related and/or advocacy activities for special education students in your school or organization (please be specific)?

2. As a result of your participation in the "Parents as Career Educators" program, what steps have you taken, or do you plan to take, to involve your colleagues, administrators, or staff in career education activities for parents of special education students?

3. As a result of the program what affilations have you and/or your school or organization formed with outside agencies and organizations. (Please describe any meetings or new contacts and procedures that have been or will be established).

   o Parent-related organizations:

   o Community organizations:

   o Child rights advocacy organizations:

   o Educational or training organization in the community:

Thank you for completing this form.

1988-89
Elementary
Trainers
Post-Survey-Part I

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

TRAINING PARENT-TRAINERS AS CAREER EDUCATORS

Trainer Followup Survey

Now that the "Parents as Career Educators" initial training cycle is over, we are interested in your reactions and experiences. To allow you the greatest possible leeway in describing the program as you experienced it, we are asking several open-ended questions. Please answer each with as many specific details, anecdotes, and illustrations as necessary to convey the flavor of the program. We would appreciate it if you would include any other information that you think is relevant to improving the program. Use the backs of the pages if you need additional space.

If any of the questions, are not applicable to you, please indicate this for each non-applicable item.

Name ____

Your job title ______________________________________

School or organization _______________________________

PERSONAL IMPACT

1. As a result of your experience in this program please rate how you feel about each of the following statements:

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

a.	It is worthwhile to involve parents as career educators of their own children.	a.	4	3	2	1
b.	I have the skills to work with parents in small groups.	b.	4	3	2	1
c.	I have the skills to work with parents in large groups.	c.	4	3	2	1

d.	I have the skills to work with parents on a one-to-one basis.	d.	4	3	2	1
e.	I possess sufficient content knowledge in the career education area to help train parents as career educators.	e.	4	3	2	1
f.	I have the skills to use my experience with parents of a special education population.	f.	4	3	2	1
g.	I have the skills to utilize my experience with a bi-cultural population.	g.	4	3	2	1
h.	I have the skills to utilize my experience with parents of special education students who also have limited English language skills.	h.	4	3	2	1

2. As a result of participating in the program what did you learn about yourself as a parent-group leader?

3. In what ways did the program change your ideas about the needs and interests of parents of special education students?

4. Other than in the workshops with parents or with the child with whom you practiced the exercises, have you tried any of the career education exercises/activities that were used in the workshops? If so, please specify with whom you tried the activities and how well they were received.

5. In what ways has your participation in this program generated plans to use the workshop or related activities with parents, colleagues, students, etc. at your school or organization?

GENERAL REACTIONS

1. Looking back at the meetings for trainers held before and after the sessions for parents, list the main strengths and areas that need improvement (for example, modeling techniques, debriefing of previous workshops, sharing of trainer experiences, planning and other print materials):

   o Strengths

   o Areas that need improvement

2. Please describe the ways each of the following techniques or strategies contributed to the overall effectiveness of the parent workshops:

   o Presentations of resource people to the large group:

   o Small group activities:

   o Use of paired co-trainers:

- Presence of trainer-observers:

- Conducting small groups in Spanish:

- Print materials given to parents:

- "Giving reactions" at the end of each session:

3. In your opinion, what aspect of the program stands out as important to you in becoming an effective trainer?

4. In your opinion, what aspect of the program was least effective in developing your skills as a trainer?

Thank you for completing this form.

CASE/Institute for Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PARENTS AS CAREER EDUCATORS: END-OF-SESSION RATING FORM, 2 3 4 5

Now that today's meeting is over, we would like to know how you feel about the things we did so that we can make them better. Your opinion is important to us. Please answer all questions honestly. Your answers are confidential.

The questions are about your child who is in special education. Even though you may have more than one child, try to answer the questions with that child in mind.

---

1. Check (✓) to show if today's meeting was:

   ____ Not very worthwhile ____ A little worthwhile ____ Very worthwhile

2. Check (✓) to show if today's meeting was:

   ____ Not very interesting ____ A little interesting ____Very interesting

3. Check (✓) to show if today's speakers were:

   ____ Not very good ____ Just o.k. _____Very good

4. Check (✓) to show if the meeting helped you get any useful ideas about how you can help your child to start thinking about a career:

   ____ Very little ____ Some ____ A lot

5. Check (✓) to show if today's meeting was:

   ____ Too long ____ Too short ____ Just about right

6. Would you recommend today's meeting to a friend? ____No ______Yes

7. Please use a check (✓) to show how useful you found each of the things we did or talked about today. Your check (✓) will show us what was not very useful, a little useful, or very useful to you.

THINGS WE DID:	NOT VERY USEFUL	A LITTLE USEFUL	VERY USEFUL
Getting information from the speakers to help my child			
Getting information about training and careers that might be useful for myself			
Getting things to read			
Asking questions about my own child			
Listening to other parents talk about their children			
Talking with other parents in the small group about our experiences on the "homework"			
Practicing the career planning activities in the small group			

8. Please use a check (✓) to show what you think of the activities in the small group meeting today.

SMALL GROUP ACTIVITIES	ALWAYS	SOMETIMES	NEVER
In my small group the leader listened to what everybody had to say			
In my group the leader gave everyone a chance to speak			
The leader seemed to understand the concerns the parents have about their children			
The leader offered good suggestions to help parents at home			
There was a good feeling of everyone helping one another in my group			
I was comfortable speaking in this group			
I understand what the leader was talking about, especially about what to do on the "homework" assignment with my child			

9. Please use a check (✓) to show how much you learned today about each of the things on the list. Your check (✓) will show us if you did not learn much, if you learned a little, or if you learned a lot today.

THINGS WE LEARNED:	DID NOT LEARN MUCH	LEARNED A LITTLE	LEARNED A LOT
What the schools do for students with special needs			
What other organizations do for students with special needs			
Where I can get help for my child or my family when we have problems			
How to work with other parents			
How to work with schools to help my child			
How to work with other organizations to help my child			
Things I can do at home to help my child learn about his or her interests and abilities			
What kind of training is needed for different careers			

10. Please write in the one thing you thought was best about today:______________

____

____

11. Please write in the one thing that could have been improved in today's meeting:____

____

12. What additional information would you have liked? Do you have any questions you would like to ask? ____

____

____

Thank you for completing this form.

CASE/Institute For Research and Development in Occupational Education
Graduate School and University Center
City University of New York

PADRES COMO EDUCADORES DE CARRERAS: FORMULARIO DE EVALUACIÓN DE LA SESION 2, 3, 4,

Ahora que la reunión de hoy se termino, nos gustaría saber su opinión acerca de lo que hicimos hoy, con el propósito de mejorar las próximas reuniones. Su parecer es importante para nosotros. Por favor, conteste todas las preguntas honestamente. Sus respuestas son confidenciales.

Las preguntas son acerca de su hijo/a que esta en educación especial. Aunque usted tenga mas de un hijo/a, trate de responder a las preguntas pensando solo en el niño que tiene necesidades especiales.

---

1. Marque (√) para indicar si la reunion de hoy fue:

   _____ de ningún mérito   _____ de póco mérito   _____ de mucho mérito

2. Marque (√) para indicar si la reunión de hoy fue:

   _____ no muy interesante   _____ un poco interesante   _____ muy interesante

3. Marque (√) para indicar si las personas que hablaron hoy fueron:

   _____ no muy buenas   _____ regulares   _____ muy buenas

4. Marque (√) para indicar si la reunión le ayudó a obtener ideas beneficiosas de como ayudar a su hijo/a a comenzar a pensar en una carrera:

   _____ no mucho   ____ regular   _____ mucho

5. Marque (√) para indicar si la reunión de hoy fue:

   _____ muy larga   _____ muy corta   _____ conveniente

6. ¿Le recomendaría la reunion de hoy a un/a amigo/a suyo? ___No   ___Sí

(Over)

7. Por favor marque (√) para indicar que beneficio encontró en cada una de las cosas que hicimos o hablamos hoy. Su marca (√) nos indicará lo que no fue útil, un poco útil o muy útil para usted.

COSAS QUE HICIMOS	NO MUY UTIL	UN POCO UTIL	MUY UTIL
Obtener información de los diferentes representantes para ayudar a mi hijo/a.			
Obtener informacion acerca de entrenamientos y carreras que pueda ser beneficiosa para mi.			
Obtener artículos y folletos para leer.			
Hacer preguntas acerca de nuestros hijos.			
Escuchar a otros padres hablar acerca de sus hijos.			
Hablar con los otros padres en los grupos pequenos acerca de nuestras experiencias con la "tarea."			
Practicar las actividades de planificación de carreras en el grupo pequeño.			

8. Por favor, use la marca (✓) para expresar su opinión acerca de las actividades en la reunión del grupo pequeño de hoy.

ACTIVIDADES DEL GRUPO PEQUEÑO	SIEMPRE	ALGUNAS VECES	NUNCA
En mi grupo pequeño, el líder escuchó lo que todos tenían que decir.			
En mi grupo pequeño, el líder le dió a cada uno una oportunidad de hablar.			
El líder pareció entender los concernimientos que los padres tenían con respecto a sus hijos.			
El líder ofreció buenas sugerencias para ayudar a los padres en el casa.			
En mi grupo existía un sentimiento de ayuda mutua.			
Me sentí cómodo/ a hablando en este grupo.			
Entendí los que el líder dijo, especialmente acerca de como hacer la "tarea" con mi hijo/a.			

(Over)

9. Por favor marque (√) para demonstrar cuanto aprendió usted acerca de cada uno de los asuntos mencionados en la lista. Su marca nos señalara si usted no aprendió mucho, si usted aprendió un poco o si usted aprendió mucho hoy.

ASUNTOS QUE APRENDIMOS	NO APRENDI MUCHO	APRENDI UN POCO	APRENDI MUCHO
Lo que las escuelas proveen para los estudiantes con necesidades especiales.			
Lo que otras organizaciones ofrecen a los estudiantes con necesidades especiales.			
Donde puedo obtener ayuda para mi hijo/a o mi familia cuando tengamos problemas.			
Como trabajar con otros padres			
Como obrar con las escuelas para que ayuden a mi hijo/a.			
Cosas que puedo hacer en la casa para que mi hijo/a aprenda acerca de sus intereses y habilidades.			
Que clase de trabajos pueden estar a la disposición de mi hijo/a.			
Que clase de entrenamiento es necesario para las diferentes carreras.			
Que requisitos tienen los comercios para sus empleados.			

10. Por favor describa lo que usted pensó fue lo mejor de la reunión de hoy.______

____

____

11. Por favor describa lo que usted cree que podria haberse mejorado en la reunion de hoy. ____

____

12. ¿Que información adicional le hubiera gustado recibir?

¿Tiene algunas preguntas que quisiera hacer? ______________________________

____

____

____

GRACIAS POR COMPLETAR ESTE CUESTIONARIO